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ABSTRACT

This practicum was designed to assist African American and Hispanic students and their parents to become aware of the preparations, procedures, programs, and resources requisite for enhancing educational opportunities. The major outcomes of the practicum were: (1) to increase the number of minority students applying to postsecondary institutions; (2) to expand the pool of minority students taking standardized college admissions examinations; (3) to develop an awareness in 9th grade of postsecondary options for African Americans and Hispanics; and (4) to inform the parents of minority students about postsecondary education in order to prepare them to assist their children in making informed career and college-related decisions. A 15-component program geared to meet the needs of African American and Hispanic students and their parents was developed and implemented. Pre- and post-implementation surveys were administered to student and parent participants. The solution strategy utilized students, parents, teachers, counselors, speakers, and mentors to inform African American and Hispanic students and their parents about postsecondary options. Analysis of the data revealed that precollegiate program participants significantly increased the number of their postsecondary applications and greatly expanded the pool of students who took standardized admissions examinations. In addition, both 9th-grade minority students and minority parents were able to demonstrate an increased awareness of postsecondary opportunities as a result of participation in the pr collegiate program. (Author/RJM)

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Enhancing Higher Educational Opportunities for Secondary School Minority Students: A Precollegiate Program

by

Patrick R. Monahan

Cluster 44

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A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

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Approved:

5/24/94
Date of Final Approval of Report

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ABSTRACT

Enhancing Higher Educational Opportunities for Secondary School Minority Students: A Precollegiate Program. Monahan, Patrick R., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. College Planning and Preparation/Minority Groups/School Counseling/Career Education/Parental Involvement/Academic Advising

This practicum was designed to assist African American and Hispanic students and their parents to become aware of the preparations, procedures, programs, and resources requisite for enhancing educational opportunities. The major outcomes of the practicum were to increase the number of minority students applying to postsecondary institutions; to expand the pool of minority students taking standardized college admissions examinations; to develop an awareness in 9th-grade, African American and Hispanic, students of postsecondary options; to inform the parents of minority students about postsecondary education in order to prepare them to assist their children in making informed career and college-related decisions.

The writer developed and implemented a 15-component program geared to meet the needs of African American and Hispanic students and their parents; administered pre- and post-implementation surveys to student and parent participants. The solution strategy utilized students, parents, teachers, counselors, speakers, and mentors to inform African American and Hispanic students and their parents about postsecondary options.

Analysis of the data revealed that precollegiate program participants significantly increased the number of their postsecondary applications and greatly expanded the pool of students who took standardized admissions examinations. In addition, both 9th-grade minority students and minority parents were able to demonstrate an increased awareness of postsecondary opportunities as a result of participation in the precollegiate program.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting in which the practicum took place was a large comprehensive public high school. The school served a student population of 2,200 in Grades 9-12, of whom 17% were African American, 8% Hispanic, less than 1% Asian, and 74% Caucasian. The community, while politically part of a large northeastern metropolitan city, was considered to be the most isolated, least industrially developed, and one of the most desirable residential areas of the city.

The community, established in 1627, was agriculturally based until the early 20th century. The local economy and character of the community were altered in the 1930s by the construction of three bridges connecting the area to a neighboring state. The community soon took on the characteristics of a residential suburb as residents commuted to work in either the nearby city or neighboring state. In 1964, the character of the community was dramatically changed by the construction of a fourth bridge directly connecting the community to the rest of the city. Within 10 years, the population of the community doubled and the area became urbanized.

The high school, site of the practicum, was one unit of a city-wide high school district. The 100 high schools within the district were centrally administered by a superintendent appointed by the city-wide school board. The area's elementary and middle schools were administered by a locally selected superintendent. The writer's high school was originally constructed in 1936 in order to create work in the midst of the economic depression. In 1982, a $40 million replacement was completed within a mile of the original school to alleviate the school's overcrowded conditions. School zoning modifications and demographic factors reduced the original 1982 student population of 3,500 to 2200 by 1992. The zoning changes, implemented to achieve racial balance, created a more diverse student body than was actually reflected in the surrounding residential housing pattern. The school's Caucasian population generally lived in single-family homes, within four miles of the the high school. African American and Hispanic students lived in public housing over eight miles from the high school.

The city's financial difficulties, coupled with recently offered retirement incentives, led to a significant number of faculty transfers and retirements. The results of the transfers and retirements were reflected in the reduction of subject class sections and cuts in specific student services. Senior class students were given reduced programs and offered only those classes considered necessary

for graduation.

Writer's Work Setting and Role

The writer, a member of the counseling staff, had worked in the high school for the past 25 years. The writer's experience within the school began with the teaching of history and economics. During the past 18 years the writer's counseling responsibilities had included individual and group counseling, dropout intervention and prevention, suicide intervention and prevention, career exploration and development, drug abuse counseling, and, most recently, transition advisor.

The writer, a tenured, city licensed, nationally certified counselor had, within the past five months, been assigned to the position of college counselor. The years of experience in the same high school had given the writer an understanding of the needs of the student population. The writer was particularly aware of the difficulties experienced by the school's African American and Hispanic students, as well as, the low levels of postsecondary school attendance common to both minority groups within the school. It was evident, from sources both within and outside the high school, that the school's African American and Hispanic students were not taking advantage of the full range of postsecondary opportunities. It was also evident that the existing situation needed to be corrected to insure that African American and Hispanic students and their parents had the information and knowledge

necessary to make informed decisions about postsecondary educational opportunities.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The writer's school was experiencing a problem in which African American and Hispanic students were neither attending nor applying to postsecondary educational institutions. Instead of choosing to enter a college or university, community or junior college, trade, technical, or business school, a high percentage of the high school's African American and Hispanic graduating seniors sought immediate employment, often in temporary or minimum wage paying jobs. This situation was not unique to the African American and Hispanic students graduating from the writer's school. Issues associated with minority underrepresentation in higher education had been discussed and examined within educational circles and in the national media for several years (Lee, 1991). These issues had undergone public scrutiny especially in light of widely publicized U.S. Bureau of the Census data showing significant demographic increases in both the African American and Hispanic populations (Shom, 1991). Attention had also been focused on the problem of minority underrepresentation in higher education by President Bush's national educational goals set forth in America 2000. America 2000 stressed the need to provide minority students with the opportunity to attend and

remain in college (U.S. Department of Education, 1991).

America in the 1990s and on into the next century will continue to be a highly technological society requiring postsecondary education as the essential criteria for entry into the nation's economic and social structures. If African American and Hispanic students are unaware of the higher educational opportunities available to them, they will be unable to achieve full participation in the nation's economic and social frameworks. The consequences of such failure will be costly to the individual, the community, and the nation.

It was unfortunate that the writer's school had not developed a strategic program to assist African American and Hispanic students explore their postsecondary educational options. As a member of the counseling staff, the writer was aware of the difficulties experienced by African Americam and Hispanic students in developing an awareness of the postsecondary educational process. If the school worked to correct the current situation, African American and Hispanic students would possess the knowledge and preparation necessary to explore and develop all possible postsecondary educational options. This problem had not been adequately addressed by the high school's administrative or guidance personnel and had developed into a major concern.

In brief, the school's African American and Hispanic students and their parents did not have the information and knowledge necessary to make informed decisions about

postsecondary educational opportunities.

Problem Documentation

The writer, in order to document the existence of the problem, conducted interviews and surveys with students, teachers, counselors, and administrators and reviewed school records to ascertain the extent of the problem. The responses to the interviews and surveys, when combined with the evidence gleaned from the high school's records, illustrated that the school's African American and Hispanic students were often unaware of postsecondary expectations, standards, and values.

A review of school records indicated that only 14, out of last year's 80 graduating African American and Hispanic seniors, applied to any post secondary institution, including colleges and universities, community and junior colleges, or trade, technical, and business schools. This evidence was verified by checking the application logbook for the Class of 1992 and cross-referencing the entries with notations made on the permanent record of each graduated senior.

School records from 1991-1992 revealed that only 35, out of 400 African American and Hispanic seniors, juniors, and sophomores, took a standardized college admissions test, i.e., PSAT, SAT, or ACT. Rosters of students, who had taken either a PSAT, SAT or ACT, were reviewed and names were verified by checking the PSAT, SAT, and ACT score sheets contained in the folders of

both current students and members of the Class of 1992.

Interviews, conducted by the writer with 120 incoming, 9th-grade, African American and Hispanic students during registration (see Appendix A), graphically illustrated that the students were not aware of information related to college attendance. Interview responses indicated that 80% of the incoming, 9th-grade, African American and Hispanic students were unaware of high school subject courses required for college admission. Similarly, 96% of the interviewed students were unfamiliar with college admissions requirements and procedures. Additionally, 92% of these students had no knowledge of sources of financial aid or how to go about securing financial assistance to pay for college expenses. Almost as revealing, was the finding that 87% of the interviewed students did not know where and/or to whom they would go to find out information about careers and education beyond high school.

The writer conducted interviews with 8 teachers, 3 counselors, and 4 administrators from the high school, as well as, 6 teachers, 3 counselors, and 6 administrators from the three feeder middle schools (see Appendix B), to ascertain whether, in their experience working closely with parents from minority students, personnel from the three schools believed that the parents were aware of college-related information. These 30 school personnel overwhelmingly agreed that the parents of African American

and Hispanic students they interact with were, generally, unaware of the courses needed to prepare for college. In addition, the 30 school personnel held that the same parents were unfamiliar with financial resources available to pay for college expenses, as well as, community and school resources available to assist them with postsecondary decisions.

Causative Analysis

The writer, after examining the practicum problem, believed that there were at least four possible causes for the existing problem situation. Each of the causes contributed to the overall high percentage of the school's African American and Hispanic students not applying to or attending postsecondary institutions:

1. African American and Hispanic students were unaware of postsecondary educational institutions: colleges and universities, community and junior colleges, or trade, technical, and business schools. Unaware students were not likely to take advantage of higher educational opportunities.

2. African American and Hispanic students' unfamiliarity with financial aid and college admissions procedures had a negative influence in their postsecondary decisions. Those students who were unfamiliar with both the sources of financial aid and the procedures necessary to secure such financial aid were at a disadvantage.

3. Being inadequately informed about the appropriate courses, procedures, and testing requirements for higher education, militated against the school's African American and Hispanic students being adequately prepared or academically eligible to attend many postsecondary institutions. This situation resulted in lost opportunities and narrowed options for the school's minority students.

4. Parents of the schools' African American and Hispanic students were often unaware of college preparation requirements, career opportunities, financial aid information, and community and school resources available to assist them. The parents were, therefore, unprepared to help their children in making informed educational decisions. Parents were often uninformed about the number and variety of ways they could be supportive in assisting their children to reach their full potential. Uninformed and uninvolved parents may work at cross-purposes with the school to the detriment of the child, the school, and the child's educational development. The school needed to involve more African American and Hispanic parents.

Relationship of the Problem to the Literature

Problems associated with African American and Hispanic students not applying to or attending postsecondary education were not unique to the writer's high school. A review of the literature dealing with African American and Hispanic underrepresentation in higher education, illustrated the universality of problems encountered by high schools in addressing the problem's causes and solutions. The consequences of underrepresented African American and Hispanic students in postsecondary education were also elaborated upon in the literature.

Shom (1991) gave evidence to the existence of the problem of low level minority enrollment in postsecondary education. He viewed the low level of minority enrollment with concern and called the situation the primary educational challenge of the 1990s. He projected dire economic, social, and political consequences if minority enrollment in higher education were not increased and recommended a series of actions specifically aimed at resolving the current crisis.

Low level minority enrollment in higher education was also discussed and viewed with concern by Kammer, Fouad, and Williams (1988). They note that, in addition to the educational drain caused by low minority enrollment, the nation cannot afford to economically waste the untapped talents of minority students. In addition to the economic consequences of low minority enrollment in higher education,

Kammer, Fouad, and Williams (1988) examined the social and political repercussions associated with the problem of low minority enrollment.

The widespread existence of the problem of low minority participation in postsecondary education was further developed by Lee (1991). Addressing the issue of minority enrollment, he expressed a deep concern that the gain in minority students' access and achievement were not as large as previously assumed in the literature. Lee (1991) was particularly apprehensive about the declining enrollment and graduation rates of African American students.

Other literature gave evidence to the low level of African American and Hispanic underrepresentation in postsecondary education. Schantz and Brown (1990) cited evidence on the declining enrollment of both Hispanic and African American students in postsecondary education, as did Freund (1991), who confirmed the downward spiral of both minority group students, even those enrolled in two-year institutions beyond high school. Carter and Wilson (1989) demonstrated that African American and Hispanic students continued to trail the national average in high school completion and college enrollment.

The literature revealed varied causes for the problem of minority underrepresentation in higher education. The U.S. Department of Education (1989) believed the problem was traceable to the fact that African American

and Hispanic students were both uninformed and misinformed about postsecondary educational opportunities. These uninformed and misinformed students were, therefore, unable to make objective educational decisions based on a sense of their personal and academic needs. They were often unaware of postsecondary institutions and programs that would best suit their educational needs.

The lack of awareness of available financial aid resources was a reoccurring causative theme developed in the literature to explain low minority enrollment in higher education. St. John and Noell (1989) noted that not being aware of sources and procedures associated with financial assistance for higher education, placed African American and Hispanic students at a distinct disadvantage, since financial considerations were a dominant factor in determining access and success in higher education for students from underrepresented minority groups. Astin (1982) attributes the decline in college participation rates for minority students to more than a lack of awareness of available financial aid resources. He held that the decline was attributable to changes in financial aid patterns, rising college costs, and declining family income. While lack of awareness of available financial aid was a major obstacle to higher educational access for African American and Hispanic students, for many minority students the actual process of applying for financial aid was insurmountable (Stampen and Fenske,1988).

The literature, focusing on the causes of minority underrepresentation in higher education, examined the extent to which minority students were academically unprepared to gain admission to postsecondary institutions. The lack of academic preparedness and resulting ineligibility for admission was seen as a primary cause of declining African American and Hispanic enrollment in higher education (Apodaca, 1990). African American and Hispanic students' academic unpreparedness and their concomitant low scores on standardized college admission tests, i.e. SAT and ACT, further exacerbated the problem of low minority enrollment in postsecondary education. Standardized admission test scores were viewed as significant barriers to full minority participation in higher education (Tracey and Sedlacek, 1985).

The declining rate of minority enrollment in higher education was viewed, by some in the literature, as being directly related to a lack of parental understanding and/or involvement in the process of postsecondary education. Shom (1991) saw declining African American and Hispanic participation caused by the fact that large numbers of minority parents had not attended postsecondary institutions and, therefore, found it difficult to provide their children with accurate information or specific academic support in preparing for these institutions. The resulting lack of parental support had a negative impact on the postsecondary plans of minority students.

In summary, the causative literature focused on the needs of minority students that result from inadequate information about postsecondary educational institutions. In addition, the literature examined the roles financial need and college admissions procedures play in impeding the educational progress of many African American and Hispanic students. Finally, the causative literature reviewed the impact of parental support on the postsecondary goals of African American and Hispanic students.

The various topical areas researched for this project included career education, college planning and preparation, financial needs, minority groups, school counseling, postsecondary education, and parental involvement.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer was that the school's African American and Hispanic students would possess an awareness of the preparations, procedures, prerequisites, and available programs and resources, in order to prepare themselves for higher educational opportunities.

Expected Outcomes

The writer believed that the attainment of the following outcomes would result in the solution of the problem:

1. The number of African American and Hispanic students applying to any postsecondary institution would increase to more than 42 students out of the current 82 seniors.
2. More than 105 of the current 407 current Hispanic African American seniors, juniors, and sophomores would take at least one standardized admissions or scholarship test, i.e., PSAT, SAT, or ACT.

3. Incoming, 9th-grade, African American and Hispanic students would be made aware of the nature of postsecondary institutions, as well as, their requirements, admissions procedures, sources of financial assistance, and resources for further information about careers and postsecondary educational options.
4. Parents of African American and Hispanic students would be made aware of the high school courses needed to prepare their children for college and other postsecondary institutions, financial assistance available to pay postsecondary educational expenses, and community and school resources available to assist them with postsecondary school decisions.

Measurement of Outcomes

The writer planned to measure whether the outcomes of the practicum were attained in the following manner:

Outcome 1. The number of African American and Hispanic students applying to any postsecondary institution would increase to more than 42 students out of the current 82 seniors. In order to ascertain whether this outcome was achieved, the writer reviewed the College Application Logbook for the Class of 1993 and cross-referenced the entries with notations made on the permanent record of each graduating senior. In addition, individual senior end of year forms were reviewed to verify applications.

Outcome 2. More than 105 of the 407 current Hispanic and African American seniors, juniors, and sophomores would take at least one standardized college admission test, i.e., PSAT, SAT, or ACT. The writer would determine whether the outcome was achieved by reviewing attendance rosters of students taking the PSAT, SAT, and ACT. PSAT attendance would be verified by checking the names of students taken from test day sign-in sheets. SAT and ACT attendance would be determined by using duplicate score sheets sent to the school by the two testing services.

Outcome 3. Incoming, 9th-grade, African American and Hispanic students would be made aware of the nature of postsecondary institutions, as well as, their requirements, admissions procedures, sources of financial assistance, and resources for further information about careers and postsecondary educational options. Awareness would be demonstrated by the survey responses of three out of every four 9th-grade African American and Hispanic students.

Outcome 4. Parents of African American and Hispanic students would be made aware of the high school courses needed to prepare their children for college and other postsecondary institutions, financial assistance available to pay postsecondary educational expenses, community and school resources available to assist them with postsecondary school decisions. Awareness would be demonstrated by the responses of three out of every four

surveyed parents.

The outcomes, evaluation method, and standard of of achievement are outlined in Table 1.

Table 1

Measurement of Outcomes

Expected Outcome	Measure of Evaluation	Standard of Achievement
1. The number of African American and Hispanic students applying to postsecondary institutions would increase.	1. Review of school records.	1. 42 out of 82 current minority seniors.
2. More of the current minority seniors, juniors and sophomores would take at least one standardized admissions test.	2. Review of school records.	2. 105 out of 407 current minority seniors, juniors, and sophomores.
3. Incoming, 9th-grade minority students would be made aware of postsecondary educational options.	3. Survey	3. 3 out of every 4 9th-grade minority students.
4. Parents of African American and Hispanic students would be made aware of postsecondary information.	4. Survey	4. 3 out of every 4 minority parents.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The writer's high school was experiencing a problem in which a high percentage of the school's African American and Hispanic students were not applying to or attending postsecondary institutions: colleges and universities, community and junior colleges, or trade, technical and business schools.

Several solutions to the problems of minority underrepresentation in postsecondary education had been suggested in the literature. Matthay (1991) and Meacham and Bachman (1988) had found the use of a video presentation to be an effective tool for informing Hispanic and African American students about higher educational options. This device had been used effectively by the California State University system to reach out to minority students to present them with college-related information.

The need to provide African American and Hispanic students with financial aid information, as a way of removing barriers to full participation in higher education, had been suggested in the literature (Richardson, 1991; Wright, 1987). Successful applications of financial aid information programs had been mentioned in the literature. Financial aid programs employing counseling

and workshops had achieved success in reaching minority students. These financial aid programs, when combined with small group programs designed to interest, inform, and prepare minority students to meet requirements for postsecondary education, had been successful (Ascher, 1983; Cornett, 1986).

Involving parents of African American and Hispanic students in the educational planning of their children, by informing the parents about the full range of higher educational opportunities, was noted in the solution literature. Comer (1990) and Henderson (1988) applied the concept of parental involvement to include information about the nature, requirements, and financial resources available to attend postsecondary institutions.

Improving the academic preparation of African American and Hispanic students by emphasizing the development of basic skills, cognitive and study skills, and knowledge in specific content areas was suggested as one solution to minority underrepresentation in higher education (Mendoza, 1988). Halcon (1988) believed that minority middle and high school students should be brought to local college campuses to provide them with opportunities to use equipment, laboratories, and state-of-the-art facilities that would otherwise be unavailable to the students. It was hoped that by becoming familiar with a college campus environment, students would be motivated to continue their education beyond high school.

Activities that focused on career development, in which African American and Hispanic students explore and experience the world of work, were seen as one solution strategy that would provide minority students with vital information about career opportunities and the academic programs necessary to pursue them (Richardson, 1988). Enhancing educational opportunities for minority students, according to Claxton and Murrell (1987), required educators to adopt pedagogical methods that incorporate an awareness of the varied learning styles of African American and Hispanic students, otherwise, these patterns of difference would reflect additional impediments to learning and, therefore, entrance into postsecondary institutions.

Mentoring, was offered by Richardson and de los Santos (1988), as a solution to provide more minority students with opportunities for higher education. Mentoring programs had been successful when they used minority faculty and minority graduates as mentors to monitor and evaluate students' progress. Transition programs, to aid minority students in moving from the high school level to higher education, had been found to be a useful strategy in easing the apprehension of African American and Hispanic students contemplating postsecondary educational options (Mingle, 1987). Articulation and the coordination of activities between higher education institutions and high schools were necessary, according to Blakely (1987), in order to identify minority students who aspired to attend college and to reach out to help

the students to set goals.

Creating a positive academic environment was a solution, offered in the literature, that would enhance minority students' growth and development. The Commission on Minority Participation (1988) found that African American and Hispanic students were more likely to succeed in a climate of acceptance or an academic environment that nourishes and encourages students to succeed. Encouraging African American and Hispanic students to enroll in a college preparation curriculum, including courses in mathematics, sciences, and language, would prepare the students for a wider range of postsecondary options. Astin (1982) suggested that secondary school teachers and counselors could foster greater minority student participation in higher education by encouraging students to undertake challenging academic programs.

Literature suggests that African American and Hispanic access to higher education would be greatly increased by the incorporation of precollegiate programs into high schools. These programs would enhance the minority students' perception of higher educational opportunities (Shom, 1991).

There were other solution strategies that offered the possibility of making a positive impact on increasing the level of minority students' participation in higher education. Developing a series of large group discussions on college-related topics led by a "panel of experts"

from invited colleges was a possibility.

The use of a summer residential enrichment program on a nearby college/university campus was a viable consideration. That would provide African American and Hispanic students with an opportunity to become familiar with a college campus environment and, hopefully, serve as a motivation for students. Trips to attend a college sponsored career and/or college fair would also serve to inspire minority students to strive for postsecondary opportunities.

Day trips and overnight visits to college campuses would familiarize African American and Hispanic students with college procedures and programs and serve to stimulate further interest in college attendance among those visiting the campuses.

The establishment of small group discussions between the high school's African American and Hispanic students and minority graduates currently enrolled in college would permit the high school's students to explore educational options. This exchange of ideas and information would allow the high school students to gain insights from those currently involved in the postsecondary process.

African American and Hispanic community leaders, graduates of higher educational institutions, would be invited into the high school to address minority student groups and serve as role models and mentors for the school's minority students.

Description of Selected Solution

The problem of the high percentage of the high school's African American and Hispanic students not applying to or attending postsecondary institutions needed to be addressed. The solution to the problem involved the implementation of a comprehensive program that focused on the needs of the minority students, the needs of their parents, and the role of the high school in meeting those needs. The writer, in reviewing the literature, found ample justification for a broad based solution to the problem.

The comprehensive program to increase the awareness of African American and Hispanic students and their parents in order to prepare the students to take advantage of higher educational opportunities included the following components:

1. Group Guidance Sessions - regularly scheduled group sessions would be instituted to inform African American and Hispanic students about postsecondary educational opportunities. Students would attend at least two monthly sessions and would be given opportunities to meet with their counselors for additional follow-up information. These sessions would provide the writer with a regularly scheduled forum in which to inform the project's students about higher educational options.
2. Career Education - the writer would conduct a series

of large and small group guidance sessions. The sessions would provide opportunities to explore relationship of careers to academic content and academic achievement. The small groups would allow greater interaction between the writer and the project's students than would be possible in classroom settings. Guest speakers would be invited to address the students to bring current career information to the students in this informal setting.

3. Workshops for Parents - a number of afternoon and/or evening informational workshops on academic planning, career exploration, and postsecondary options would be presented monthly by the writer and local college personnel. The workshops would be geared toward assisting the parents of the high school's Hispanic and African American students. Workshops would be held in the community meeting rooms of the housing projects since the sites were home to most of the African American and Hispanic students attending the high school.

4. Individual and Small Group Academic Advising - the writer would schedule and conduct individual and small group academic advisement and counseling sessions in order to provide current junior and senior African American and Hispanic students with assistance on college-related topics, e.g. financial aid, admissions procedures and requirements, academic

planning, testing, and other related topics.

5. Information Network - the writer would set up and coordinate an informational system designed to inform, enroll, and familiarize African American and Hispanic students with college admissions testing content, procedures, and filing deadlines. The system would utilize in-school announcements, bulletins, flyers, wall posters, cafeteria messageboard announcements, visits to both the African American and Hispanic Awareness Clubs, and mailings to the homes of minority students. Emphasis would be placed on the PSAT, SAT, and ACT.

6. Small Group Counseling Sessions - the writer would conduct weekly small group counseling sessions for current African American and Hispanic 9th and 10th-grade students. These group sessions would explore such topics as self-awareness, time management, decision-making, interpersonal skills, and study skills. Improving these skills would enable project students to meet the academic requirements of all subject areas while, at the same time, aid the students in developing personal knowledge and techniques transferrable to other common situations.

7. Tutorial Assistance - the writer would coordinate a tutorial component matching minority students with volunteer tutors. This component of the project

would provide some of the academic support to those African American and Hispanic students requesting assistance.

8. Preparation Classes - would be set up by the writer to familiarize and prepare African American and Hispanic students for the PSAT, SAT, and ACT.
9. Trips and Visits - the writer would plan and coordinate trips and overnight visits to college campuses to encourage, inform, and familiarize African American and Hispanic students with different college environments.
10. Community Representatives and Former Graduates - the writer would invite and coordinate the visits of African American and Hispanic community leaders and former minority graduates of the high school, enrolled in postsecondary schools, to serve as speakers, mentors, and role models for the current African American and Hispanic students.
11. College and Career Nights - the writer would contact African American and Hispanic students and their parents to invite, inform, and encourage both students and parents to attend college and career informational nights, as well as, financial aid workshops and career fairs.
12. Middle School Parents' Workshops - would be instituted, by the writer, in a series of afternoon and/or evening meetings held at the three feeder middle schools.

The purpose of instituting the middle school parents' workshops was to inform and encourage African American and Hispanic parents to explore higher educational opportunities with and for their children.

13. College Representatives - the writer would contact and encourage college representatives to specifically inform, inspire, and recruit African American and Hispanic students to attend their institutions.
14. Educational Support Activities - trips, tours, fairs, and cultural activities to encourage African American and Hispanic students to aspire to higher education would be developed and coordinated by the writer.
15. Monitoring of Student Records - the writer would review and monitor the records of African American and Hispanic students, regularly, to enable the writer to intervene with the student prior to the development of academic difficulties.

The practicum project to enhance higher educational opportunities for secondary school African American and Hispanic students would utilize the Student Survey (see Appendix C), throughout the implementation of the precollegiate program. The survey would be used in both the pre- and post-implementation phases with 9th-grade minority students to measure program outcomes. The Parent Survey (see Appendix D) would be given to measure parents' pre- and post-implementation awareness.

Report of Action Taken

Following the selection of a solution strategy and prior to the practicum's implementation, the writer and the school's administrators met in committee with the teachers and counselors who had expressed an interest in the development of a precollegiate program for the school's African American and Hispanic students. The initial meeting focused on an examination of the objectives, procedures, and component parts of the proposed precollegiate program. After a period of discussion, the writer was selected to coordinate the implementation of the precollegiate program. A schedule of on-going committee meetings was established to convene throughout the practicum implementation period. Members of the precollegiate program committee served as panelists when the program proposal was presented to the whole faculty. The faculty-wide meeting served as an opportunity to explore and discuss problems associated with the underrepresentation of the school's African American and Hispanic population in postsecondary institutions.

Over a period of days, the guidance records of the high school's African American and Hispanic students were reviewed, by the writer, in order to determine the academic needs and the career goals of the targeted students. On-going monitoring of students' records was an essential component of the precollegiate program throughout the period of implementation. Monitoring

of students' records enabled the writer to respond to those students in need of intervention. The writer effectively utilized monitoring to track the progress of those students nearing application and testing deadlines.

The writer, instrumental in coordinating and conducting biweekly group guidance meetings for African American and Hispanic students, worked to create a positive, non-threatening, atmosphere where the targeted students could be active and enthusiastic group participants. They were eager to share their new-found knowledge with other students. The group guidance sessions also generated a noticeable increase in the number of student-counselor contacts as students sought additional information about postsecondary options and procedures. Informational material, explored during group guidance sessions, were photocopied and distributed to the project's students. Additional informational packets were mailed to the parents of the targeted students (see Appendix E). The mailing expenses were paid by the school's Parent-Teacher Association.

The biweekly career education conferences, unlike the larger group guidance meetings, were designed to service a maximum of 15 students. Career education sessions, conducted by the writer, provided African American and Hispanic students with opportunities to explore the interrelationship between careers, curriculum content, and scholastic achievement. The small group setting

allowed greater interaction among the project's students, invited guest speakers, and the writer, than would have been possible within the confines of a larger group or the traditional classroom environment. Guest speakers were invited to provide students with current career information in this small group setting. The Boy Scouts of America, after being contacted by the writer, provided many informative and effective career education speakers for the precollegiate program.

The need for parental involvement in creating a comprehensive precollegiate program for minority students was understood and encouraged by the writer. Parents of the school's African American and Hispanic students were notified by mail, in both English and Spanish, and invited to attend a series of afternoon and/or evening parental workshops in the community. The workshops were centered around the themes of academic planning, career exploration, postsecondary options, and financing postsecondary education. The overall objective of the parental workshops was to assist the parents of the high school's African American and Hispanic students in making informed educational decisions. The writer's ambivalence about holding separate workshops, conducted in English and in Spanish, was resolved when the overwhelming number of responses of the parents of Hispanic students showed neither a need for nor a desire to attend separate workshops conducted in Spanish.

While the goal of parental involvement remained an essential component of the precollegiate program, achieving that goal appeared, initially, to be an arduous undertaking. The first scheduled afternoon parental workshop was poorly attended despite telephone contacts made prior to the meeting reconfirming the date, time, and location of the workshop. The first of the four monthly, afternoon, workshops was scheduled to convene in the community meeting room of the housing project. The site was selected because it was geographically more convenient to a greater number of African American and Hispanic parents than was the high school. The first afternoon workshop found only 12 of the more than 25 expected parents in attendance. The writer had anticipated attendance of more than 25 based upon the number of returned respondent forms and the subsequent telephone calls made by the writer to the parents. Increased telephone contact between the writer and those parents who expressed interest in attending afternoon workshops resulted in a gradual increase in attendance for the remaining three workshops. Despite the writer's efforts, no more than 18 parents ever attended one of the four afternoon workshops.

The limited number of parents who attended the afternoon workshops contrasted sharply with the number of African American and Hispanic parents who attended the four evening workshops. The average attendance at each of the four evening meetings was 63 parents. This

disparity between the number of parents who attended the afternoon and evening workshops was due to a variety of factors and circumstances. While a number of parents had indicated interest in attending the afternoon workshops, subsequent telephone calls to those who did not attend the meetings indicated that many had unanticipated family-related circumstances or unexpected changes in their work schedules which prevented them from being present. The writer had attempted to anticipate the needs of parents with younger children attending the workshops by informing them, in advance, that free baby-sitting services would be provided at all the meetings. Student volunteers who lived in the housing project had been recruited by the writer to perform the baby-sitting services.

The evening parental workshops were better attended for various family and job-related reasons. In addition, a greater number of minority parents were available in the evening hours to attend workshops than in the afternoon. The crucial difference between afternoon and evening workshop attendance can be traced, however, to the intervention of a local African American church pastor who enthusiastically supported the parental workshop component of the practicum's precollegiate program. The pastor, a highly respected community religious and civic leader, was contacted by the writer for his advice during the pre-implementation stage of the practicum.

The pastor provided the writer with helpful advice based on his insights as rector for more than 20 years in the community. Asking the pastor for his advice was an extension of the relationship of mutual respect and trust that had developed between the writer and the pastor over a 10 year period. The writer had been school counselor to four of the clergyman's eight children as they progressed through the high school. The pastor made his church's community hall available to the writer as site for the four evening parent workshops, publicized the meetings, and actively encouraged his congregation to attend. In addition, he contacted the pastor of the church attended by many of the Hispanic families to inform him about the workshops. Many of the Hispanic parents who attended the evening worshops mentioned that they been encouraged by their pastor to attend the meetings. The writer lamented the fact that the church community hall was unavailable for the afternoon meetings. The community hall was utilized as a day care center each morning and afternoon.

The four afternoon and four evening parental workshops were conducted by the writer with the assistance of admissions and financial aid counselors from three local colleges. The National Association of College Admissions Counselors' "Parents and Counselors Together (PACT) Program's Guide" served as a resource throughout all parent workshops (see Appendix F).

The individual and small group academic advising component of the program was specifically conducted by the writer to counsel junior and senior minority students in making informed decisions about their postsecondary years. Counseling sessions were geared toward the more immediate needs of the upperclassmen covering such concerns as academic planning, standardized admissions testing, admissions procedures, and financial aid. The individual and small group academic advising sessions provided the school's African American and Hispanic students with opportunities for individual assistance in making educational and career-related choices.

Keeping minority students informed about the availibility and procedures associated with postsecondary educational opportunities motivated the writer to establish an informational network as a component of the precollegiate program. Using flyers, bulletins, wall posters, in-school public address announcements, cafeteria messageboard announcements, and mailings, the writer worked to achieve the goal of informing, inspiring, and encouraging minority students to expand their postsecondary options (see Appendix G). The writer made periodic visits to the high school's African American and Hispanic Awareness Clubs to discuss college admissions testing, procedures associated with applying to postsecondary institutions, and methods of financing a postsecondary education. The members of the two clubs were always enthusiastic participants.

Small group counseling sessions, designed and coordinated by the writer, were introduced into the precollegiate program to provide 9th and 10th-grade African American and Hispanic students with an informal setting in which they could share their feelings and explore ideas with other students and counselors. The group counseling sessions, governed by flexible agendas, explored topics which ranged from personal and social concerns to skill building and educational problems. Students indicated that these weekly meetings provided a positive in-school experience that they enjoyed and anticipated. The small group counseling sessions were always well attended by the school's African American and Hispanic students.

Providing tutorial assistance to those African American and Hispanic students in need of academic support was an essential component of the practicum implementation. Coordinating and delivering the required tutorial assistance in a timely manner proved to be a more difficult task than the writer had anticipated. The writer and the faculty advisor to Arista, the National Honor Society, developed a voluntary assistance program matching student tutors with minority students requesting tutoring. Establishing mutual meeting times, locations, and tutoring materials became a difficult, but not an insurmountable, undertaking. Resolving scheduling conflicts made the tutorial assistance component a viable part of the program.

Preparation classes, established to familiarize and prepare African American and Hispanic students for the PSAT, SAT, and ACT examinations, were organized by the writer and conducted by two of the high school's teachers. The two teachers volunteered their services without any thought of remuneration knowing that funds were not available. Classes were conducted twice a week. One preparation class was held prior to the school day and the other was convened after school. The two classes were purposely scheduled at different times in order to meet the needs of the students. The morning sessions were better attended than the afternoon classes since many of the students worked after school or had other obligations that prevented them from attending after school. Students who regularly attended the preparation classes, reported satisfaction with the way content material was presented and an increased familiarity with standardized tests and procedures.

Trips to colleges, arranged and coordinated by the writer, became a very popular component of the precollegiate program. Several one day trips, paid for out of school funds, were undertaken throughout the school year. African American and Hispanic students were encouraged to accompany the writer in order to become familiar with various postsecondary environments. During the practicum implementation, the writer arranged for the college overnight visits of more than 25 minority students.

African American and Hispanic community leaders and minority graduates of the high school were often invited, by the writer, throughout the practicum project, to serve as speakers, mentors, and role models. The Boy Scouts of America recruited minority speakers to address the career education component of the precollegiate program. The local branch of the National Urban League was instrumental in enlisting the services of individuals who served as mentors to the school's African American students. Similar mentoring services were provided to the school's Hispanic students by the local chapter of Inroads, a career development organization. African American and Hispanic graduates of the high school who were attending or graduated from a postsecondary institution were invited to address and interact with current minority students. Invitations, sent to the high school's recently graduated minority students, asking them to attending a pre-Thanksgiving college informational fair, produced an informative and well attended event.

Student and parental participation in college and career nights, career fairs, and financial aid workshops, aimed at encouraging greater African American and Hispanic students' participation in postsecondary education, were developed and/or coordinated by the writer. Some organized events, visisted by the writer with students and parents, were specifically aimed at African Americans while others were geared toward Hispanics (see Appendix H).

Escorting minority students and their parents to various college fairs had a dual objective. While the visits were made to inform and encourage the school's African American and Hispanic students toward higher educational opportunities, the writer also wanted to establish a network of contacts between the high school and representatives of the higher education community. The network was utilized, by the writer, to provide assistance, services, and recruitment opportunities for the school's minority population. College personnel involved in admissions decision-making, in addition to recruitment personnel, were invited to the high school to speak and interact with the school's African American and Hispanic students. This component of the precollegiate program led to a number of contacts between minority students and college personnel that, prior to the practicum implementation, had not taken place.

Coordinating the afternoon and evening workshops, for the parents of the feeder middle schools' African American and Hispanic students, was not as difficult as the writer had anticipated. The writer met with representatives of the parent group in each of the three middle schools, presented the middle school component of the precollegiate program, and asked each parent group to sponsor and publicize the series of workshops that would be held in each of the schools. The representatives

worked cooperatively with the writer to insure a successful series of workshops. Four afternoon and four evening workshops, conducted by the writer and assisted by admissions and financial aid personnel from three local colleges, were held in each of the middle schools. The writer used the National Association of College Admissions Counselors' "Parents and Counselors Together (PACT) Program Guide" as a resource throughout the middle school workshops (see Appendix F). Publicity and follow-up telephone calls by parent groups to African American and Hispanic parents resulted in a series of well-attended middle school workshops.

Educational support activities were encouraged, by the writer, throughout the period of implementation. Trips and tours to colleges and universities usually included a visit to a museum, gallery, theater, or other cultural site along the route. Social activities were also incorporated into the precollegiate program to build a feeling of group cohesion and a sense of belonging. This component of the program seemed particularly important to the 9th and 10th-grade African American and Hispanic students who represented a disproportionately high dropout rate among the high school's population. The high school's social activities coordinator, assisted by the writer, planned and executed a series of trips, athletic events, and social gatherings to encourage minority students to remain in school and aspire to higher education.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

The writer's high school experienced a problem in which the school's African American and Hispanic students were neither attending nor applying to postsecondary educational institutions. Instead of choosing a postsecondary education as an option, a high percentage of African American and Hispanic students sought immediate employment after graduating, often in temporary or minimum wage paying jobs.

In order to ameliorate the problem, the writer developed and implemented a broad based solution strategy. The strategy focused on the creation of a precollegiate program to meet the needs of the school's African American and Hispanic students and their parents and to increase their awareness about postsecondary educational options.

Results

The writer believed that the goal of the practicum, that the high school's African American and Hispanic students would possess an awareness of the preparations, procedures, prerequisites, and available programs and resources in order to prepare themselves for higher educational opportunities, would be attained when four

specific outcomes were met:

Outcome 1

The first anticipated outcome was that the number of African American and Hispanic seniors, attending the writer's school, applying to any postsecondary institution would increase as a result of participating in the practicum's precollegiate program. The standard of achievement would have been met if 42 of the current 82 African American and Hispanic senior class members applied to any postsecondary institution.

Using a review of school records, including the, Application Logbook - Class of 1993, notations on permanent records, and computerized end of year Senior Summary Forms, the writer noted that 56 out of the 82 African American and Hispanic seniors had applied to at least one postsecondary institution. This figure represented a 300% increase in the number of students who made applications to institutes of higher education over the previous year's African American and Hispanic senior class population. This marked increase in the number of minority students' applications to postsecondary institutions demonstrated that the first outcome was achieved (see Table 2 for Summary of African American and Hispanic Students Applying to Postsecondary Institutions - 1992 and 1993).

Table 2

Summary of African American and Hispanic Students Applying to Postsecondary Institutions - 1991-1992 and 1992-1993

School Year	No. of African American and Hispanic Seniors	No. of African American and Hispanic Applicants
1991-'92	80	14
1992-'93	82	56

Outcome 2

The second anticipated outcome was that the number of African American and Hispanic seniors, juniors, and sophomores taking at least one standardized admissions or scholarship test, i.e. PSAT, SAT, or ACT, would increase as a result of participating in the precollegiate project. The standard of achievement would have been met if 105 of the high school's 407 African American and Hispanic seniors, juniors, and sophomores had taken at least one of the standardized admission or scholarship examinations.

The writer reviewed standardized test rosters and sign-in sheets, as well as duplicate student examination score sheets from the testing organizations, to ascertain which students had taken at least one of the standardized examinations. The writer determined that 212 of the 407 African American and Hispanic seniors, juniors, and

sophomores had taken at least one PSAT, SAT, or ACT during the 1992-1993 school year. This figure represented a sixfold increase, over the previous year, in the number of African American and Hispanic students taking at least one standardized examination and illustrated that the second outcome had been achieved (see Table 3 Summary of African American and Hispanic Students Taking a Standardized Examination - 1991-1992 and 1992-1993).

Table 3

Summary of African American and Hispanic Students Taking a Standardized Examination - 1991-1992 and 1992-1993

School Year	No. of African American and Hispanic Seniors, Juniors, and Sophomores	No. of African American and Hispanic Students Taking an Examination
1991-'92	400	35
1992-'93	407	212

Outcome 3

The third anticipated outcome was that incoming 9th-grade African American and Hispanic students would be made aware of the nature of postsecondary institutions, as well as, their requirements, admissions procedures, sources of financial assistance, and resources for further

information about careers and postsecondary educational options. The achievement standard would have been met if three out of every four 9th-grade, African American and Hispanic, students demonstrated their awareness of information that adequately prepared them to take advantage of higher educational opportunities. The outcome's effectiveness would be measured, following implementation, by the surveyed responses of the 9th-grade African American and Hispanic students. The 120 African American and Hispanic 9th-grade students surveyed during the evaluation phase of the project were given, prior to the start of the precollegiate program, a pre-implementation Student Survey (see Appendix C).

The 10 item Student Survey, administered to the high school's 9th-grade African American and Hispanic students, addressed areas prerequisite to making informed decisions about the nature of postsecondary institutions; their entrance requirements; admissions procedures; sources of financial assistance; and resources for additional information about careers and postsecondary educational options. Item number three asked students whether they knew which courses, offered at the high school, would prepare them for admission to college. In their post-implementation responses to the item, more than three our of every four students were able to answer "yes" to the statement. This represented a sharp contrast to their pre-implementation responses. A similar finding

is evident in students' pre- and post-implementation responses to item four, "I know the purpose of a PSAT, SAT, or ACT examination." Following implementation, more than 75% of the surveyed students were aware (see Table 4 for Summary of Pre- and Post-Implementation Student Survey - Awareness of Courses and Tests).

Table 4

Summary of Pre- and Post-Implementation Student Survey Responses - Awareness of Courses and Tests

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
3	I know which courses, offered at the high school level, will prepare students for admission to college.	38/93	29/09	47/12
4	I know the purpose of a PSAT, SAT, or ACT examination.	26/98	47/05	41/11

Items five, six, and seven were related to an awareness of the importance of high school academic records, college application procedures, and extracurricular activities in the college admissions process. The students' responses to these three items indicated that more than three out of every four 9th-grade, African American and Hispanic students were aware of these college-related procedures

and processes following involvement in the precollegiate program (see Table 5 for Summary of Pre- and Post-Implementation Student Survey Responses - College-Related Admissions Processes).

Table 5

Summary of Pre- and Post-Implementation Student Survey Responses - College-Related Admissions Processes

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
5	I know what parts of the high school records are sent to colleges.	33/98	44/06	37/10
6	I know how a student applies for college admission.	47/94	41/11	26/09
7	I know why a student's participation in extracurricular activities are viewed favorably by college admissions personnel.	36/91	57/11	21/12

Items eight and nine in the survey examined students' awareness of financial aid sources for postsecondary educational costs and how to apply for that aid. Once again, the responses of the surveyed, 9th-grade minority students, showed that more than three out of every four

were cognizant of financial aid and how to apply for the aid following involvement in the practicum program (see Table 6 for Summary of Pre- and Post-Implementation Student Survey Responses - Financial Aid and How to Apply).

Table 6

Summary of Pre- and Post-Implementation Student Survey Responses - Financial Aid and How to Apply

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
8	I know the various forms of financial assistance to meet college costs and expenses.	11/95	67/09	36/10
9	I know how to apply for this money.	19/89	72/13	23/12

Student responses to items one, two, and ten indicated more than three out of every four were aware of information pertaining to colleges, careers, and the roles of counselors following practicum participation (see Table 7 for Summary of Pre- and Post-Implementation Student Survey Responses-Colleges, Careers, and Counselors).

Six of the 120 African American and Hispanic 9th-grade students, originally interviewed by the writer, had moved during the school year and were, therefore, not surveyed in the evaluation phase of the practicum. Responses indicated that the third outcome had been met.

Table 7

Summary of Pre- and Post-Implementation Student Survey Responses - Colleges, Careers, and Counselors

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
1	I know of the different kinds of schools or colleges.	29/95	51/11	34/08
2	I know which occupations/careers require a college degree.	49/92	34/11	31/11
10	I know the school counselor's role in preparing students for college admission.	38/97	29/05	47/12

Outcome 4

The fourth outcome was that the parents of African American and Hispanic students would be made aware of information pertaining to postsecondary educational opportunities. The information would encompass a broad range of topics including the high school courses needed to prepare their children for college and other postsecondary institutions; financial assistance av ble to pay postsecondary educational expenses; community and school resources available to assist them with career and postsecondary school decisions. This awareness would result from their participation in the parent

workshop component of the practicum project. The standard of achievement would have been met if three out of every four surveyed parents demonstrated their awareness by responding in the affirmative to the Parent Survey. In order to acertain whether the workshops were effective in increasing parents' awareness of higher educational opportunities, the writer, in the evaluation phase of the practicum, calculated the responses of only those parents who had attended all four workshops. Included in the final evaluation were workshops held at the housing project's community room, the local church, and the feeder middle schools. A total of 146 parents attended all four parent workshops held at the various sites.

Prior to the first of the set of four sequential workshops, the writer distributed Parent Survey forms to every parent in attendance. Parents marked their responses, signed the survey sheet, and returned them for tabulation. The writer had prefaced each initial session with the need to measure and evaluate the effectiveness of the parent workshop component of the program. The writer's pledge of confidentiality in tabulating the evaluation data, tended to allay parental concerns or reservations about signing the survey forms. Only eight parents, out of the hundreds of parents who attended one of the initial workshops, in each of the sequences, opted not to sign their survey form.

The pre-implementation parents' responses to the Parent Survey indicated that less than 33% of the 146 African American and Hispanic parents were aware of courses, offered at the high school level, that would prepare students for admission to college. In addition, an equally small percentage of parents were not aware of the purpose of a PSAT, SAT, or ACT examination. In the post-implementation survey, the same 146 parents indicated their heightened awareness of both the postsecondary preparation courses offered at the high school level and the purposes of standardized admission tests as a result of participating in the workshops (see Table 8 for a Summary of Pre- and Post-Implementation Parent Survey Responses - Awareness of Courses and Tests).

Table 8

Summary of Pre- and Post-Implementation Parent Survey Responses - Awareness of Courses and Tests

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
3	I know which courses, offered at the high school level, will prepare students for admission to college.	43/121	48/12	/13
4	I know the purpose of a PSAT, SAT, or ACT examination.	39/129	51/08	56/09

A dramatic change in parents' awareness resulting from participation in practicum workshops was also evident in the pre- and post-implementation responses to items five, six, and seven pertaining to the various aspects of the postsecondary admissions processes including high school records; college applications; record of involvement in extracurricular activities (see Table 9 for Summary of Pre- and Post-Implementation Parent Survey Responses-College-Related Admissions Processes).

Table 9

Summary of Pre- and Post-Implementation Parent Survey Responses - College-Related Admissions Processes

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
5	I know what parts of the high school records are sent to colleges.	37/119	59/11	50/16
6	I know how a student applies for college admission.	27/122	72/14	47/10
7	I know why a student's participation in high school extracurricular activities are viewed favorably by college admissions personnel.	19/128	77/03	50/15

The role of financial aid and the processes involved in applying for financial aid were the subjects of items eight and nine in the Parent Survey. Pre-implementation responses clearly demonstrated that parents were neither aware of the role of financial aid in meeting college costs, nor were they knowledgeable about how to apply for such financial assistance. Participation in the practicum workshops resulted in marked increases in parents' awareness of financial aid information and the application processes (see Table 10 for Summary of Pre- and Post-Implementation Parent Survey Responses - Financial Aid and How to Apply).

Table 10

Summary of Pre- and Post-Implementation Parent Survey Responses - Financial Aid and How to Apply

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
8	I know the various forms of financial assistance to meet college costs and expenses.	26/110	85/17	35/19
9	I know how to apply for this money.	17/119	71/11	[illegible]

Items one, two, and ten asked parents to respond to a wide range of postsecondary-related topics. The areas of inquiry included questions about the range and variety of postsecondary institutions; career educational requirements; the school counselor's role in preparing students for college admission. Survey results indicated that African American and Hispanic parents increased their awareness in the three topical areas over the course of the four workshops (see Table 11 for Summary of Pre- and Post-Implementation Parent Survey Responses - Colleges, Careers, and Counselors).

Table 11

Summary of Pre- and Post-Implementation Parent Survey Responses - Colleges, Careers, and Counselors

Item No.	Statement	Response Pattern Yes Pre/Post	No Pre/Post	Not Sure Pre/Post
1	I know of the different kinds of schools or colleges.	41/125	66/10	39/11
2	I know which occupations/careers require a college degree.	59/131	44/09	43/06
10	I know the school counselor's role in preparing students for college admission.	53/133	39/06	54/07

The surveyed responses of the workshops' participants indicated that the fourth outcome had been met.

Discussion

The implementation of the precollegiate program resulted in the growth of awareness of postsecondary educational opportunities for both the school's African American and Hispanic students and their parents. The writer was encouraged by the fact, in the case of the first outcome, that the high school's African American and Hispanic seniors showed a 300% increase, over the previous year's figures, in the number of students applying to a postsecondary institution. This dramatic growth had measurable impact, not only on the minority students and their parents, but also on the school's counseling personnel. Despite the fact that the increased number of postsecondary applicants put additional demands on the senior class counselors, the resulting sense of mission engendered an unprecedented spirit of cooperation and cordiality among minority students, their parents, and senior class counselors.

One totally unanticipated and welcomed by-product of the practicum was the development of a close relationship between the high school's counseling personnel and the local branch office of the Urban League. The branch office manager provided the senior class counselors with voluntary clerical assistance to expedite the increased number of postsecondary applications. This liaison between the high school and the Urban League paid unanticipated dividends as the branch office enlisted speakers and

provided mentors. Throughout the implementation of the practicum, the Urban League's branch office personnel served as a source of support and encouragement.

The writer concluded that one major reason for the first outcome being so readily achieved was due to the encouragement of positive interactions between African American and Hispanic seniors, the writer, and the senior class counselors. These interactions fostered a new sense of awareness of postsecondary opportunities in both the minority students and the counseling personnel. The growth of trust and sense of purpose that developed between minority seniors and their counselors, led to a heightened sense of awareness, understanding, and cooperation. The project provided minority students with opportunities to express their needs and aspirations to receptive and concerned counselors and teachers. Providing opportunities for students to express their concerns and aspirations, coupled with reciprocal encouragement from counseling personnel, inspired the school's minority students to strive for higher educational opportunities. This was evident in the increased number of postsecondary applications generated by the minority seniors. This same finding, of a correlation between open communications and increased aspirations, has been discussed in the literature. Schools that foster a policy of encouraging students' input were the schools that altered negative student attitudes and increased students'

aspirations (Tidwell, 1988).

Initially, the writer experienced some apprehension that the standard of achievement for the second outcome had been set unrealistically high given the history of low African American and Hispanic students' participation in standardized college admissions testing. The resulting ninefold increase, above the previous year's figures, was rewarding to the writer and showed how dramatically the second outcome had been achieved. Despite this unprecedented growth in the number of minority test takers, it was obvious that it took more than stating an objective goal or increasing motivational persuasion to have achieved these results. The writer concluded that a combination of factors led to the greatly increased African American and Hispanic students' participation in standardized testing. The introduction of the practicum's project provided expanded opportunities for minority students to enroll, prepare, and partake in standardized testing. Expanded opportunities, combined with counselor and teacher encouragement, contributed to the increased number of minority students who took a PSAT, SAT, or ACT.

While the debate over the role of standardized testing in college admissions raged on, the writer, mindful that admissions tests were still one of the principal determinants of admissions decisions, was determined that none of the high school's minority students would be excluded from admissions considerations due to a

lack of a standardized admissions test score. Since admissions policies were often based on the proposition that students most likely to succeed were the ones admitted, predictive measures, including standardized admissions tests scores, were widely used indicators of future academic performance in postsecondary education. The writer, cognizant of the literature findings that standardized admissions test scores were reliable predictors of college GPA for African American and Hispanic students (Astin, 1982), worked diligently to enroll, prepare, and encourage the school's minority students to take standardized admnissions tests. The results indicated how well the second outcome had been achieved.

The third outcome, increased awareness of postsecondary options, policies, and procedures, among 9th-grade minority students, proved more readily achievable than the writer had anticipated. Prior to implementation, less than 33% of the African American and Hispanic 9th-graders were aware of postsecondary options and requirements. This figure increased to over 85% following the practicum implementation.

The implications of this component of the precollegiate program were readily discernible, not only for the 9th-grade African American and Hispanic students, but for all African American and Hispanic students in the high school. Minority students, as a result of involvement in the precollegiate program, blended their awakened

sense of personal and educational aspirations with a desire to explore and expand their educational opportunities. Involvement in the precollegiate program's activities, coupled with increased interaction with counseling personnel, fostered a cohesion between minority students and the school and among minority students as well. The successful use of school-related activities as vehicles to encourage the development of a student's bond to their school had been referred to in the literature. It was found that as students increased their in-school social interactions with their peers and school personnel, they concomitantly increased their desire to attend school and achieve (Shu and Fernandez, 1988). African American and Hispanic students' attendance increased proportionally, at the various program components, as friendships developed and cohesion grew.

The evaluation instrument, the Student Survey (see Appendix C), was administered to each 9th-grade minority student, both in the pre- and post-implementation phases of the practicum, in a manner that was meant to minimize extraneous influences and pressures. Surveyed students were physically separated from each other in order to guarantee that no student would determine or affect another student's survey responses. Completed pre-implementation surveys were placed in individual student folders. Following the practicum, students were re-surveyed and their pre- and post-implementation responses compared.

The achievement of the fourth outcome, increased awareness by the parents of the high school's minority students to postsecondary options, required the writer's particular attention, planning, and detailed coordination. The standard of achievement was met despite some primary obstacles in initiating the first series of afternoon parents' workshops. While the initial problems associated with the afternoon workshop proved to be surmountable, the writer could have curtailed some difficulties with a more comprehensive plan to deal with such unanticipated contingencies.

A review of the responses to the Parent Survey revealed that African American and Hispanic parents had, indeed, been made aware of the high school courses needed to prepare their children for postsecondary institutions, financial aid, and school and community resources available to assist them with educational decision-making options. The writer, after reviewing the minority parents' pre- and post-implementation responses, concluded that the growth in parents' awareness was a direct result of their participation in the practicum's parents' workshops.

The implications of minority parents' awarene of higher education options were particularly meaningful. Parents who were aware of postsecondary information would be able to assist their children in making informed educational and career-related decisions. Obversely, parents who were not informed would be unable to assist.

The central position minority parents hold in their childrens' educational decisions was described in the research literature. Provencio (1990) recommended that schools develop on-going relationships with minority parents since they represented a key role in an educational partnership that includes school officials, teachers, counselors, and parents.

One unanticipated outcome that developed as a result of the practicum's implementation was the district-wide interest the precollegiate program generated. Inquiries and visits by personnel from other schools within the district were accommodated by the writer. Administrators, teachers, and counselors wanted to explore the feasibility of developing their own precollegiate program.

Throughout the precollegiate program's implementation, the writer maintained a journal and recorded the resulting events, procedures, and decisions pertaining to the practicum. All practicum activities and unanticipated events had been incorporated in both Chapter IV and Chapter V of the practicum report.

In summary, the practicum met all four anticipated outcomes by reaching the pre-established standards of achievement and could, therefore, be deemed a success. Yet, the intangible results of the practicum, while more difficult to quantify, seemed as equally important to the lives of the project's students and their parents. African American and Hispanic students and parents perceived

positive changes in the school's climate as evidenced by the writer's effort to bring the high school's program into the community. The writer's effort was greatly appreciated by minority parents who responded very positively to the program.

Recommendations

Educational leaders have become increasingly aware that there must be intervention in the lives of many African American and Hispanic students long before they graduate from high school. The goal of this intervention would be to enhance the students' perception of the higher educational opportunities available to them. A precollegiate intervention program, in some fashion similiar to the practicum's undertaking, holds great promise in encouraging African American and Hispanic students to achieve increased levels of academic success and, therefore, expand their postsecondary opportunities. An effective program needs to undertake periodic evaluation to measure whether its objectives are being met. Equally as important as the need for on-going evaluation, is the need to incorporate the entire school staff, and minority students and their parents into the precollegiate program.

In establishing and implementing a precollegiate program for minority students, the coordinator might consider the following recommendations:

1. The precollegiate program should extend throughout the students' years in high school.
2. High school precollegiate program personnel should articulate with feeder school personnel.
3. High school counselors need to visit feeder schools in order to become familiar with incoming minority students and their individual needs.
4. High school personnel should meet with parents of incoming minority students to develop a cooperative and coordinated effort.
5. The development of a summer program to assist minority middle school students hone their academic skills and/or make up academic deficits prior to entering high school.
6. Developing a liaison between the high school's precollegiate personnel and local college admissions and financial aid personnel.
7. Establishing afternoon, evening, or weekend standardized admissions and scholarship preparation classes within the minority community.
8. Creation of a series of on-going precollegiate workshops for both students and parents in a convenient community site.
9. Special funding should be provided to expand the precollegiate program to include adequate

personnel and resources to provide for a viable and effective program.

10. Provisions should be made to evaluate the precollegiate program throughout implementation.

Dissemination

The writer plans to share the results of the practicum in various ways. Initially, the practicum findings will be presented to the high school faculty where the implementation was undertaken. Plans have been made to present the findings to the school district's counselors at a Fall conference. A copy of the practicum report will be sent to the school district's director of pupil personnel services for distribution and inclusion in the district's professional library. Finally, the writer proposes to prepare and submit an article for publication describing the precollegiate program for minority students.

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APPENDICES

APPENDIX A

INCOMING 9TH-GRADE INTERVIEW QUESTIONNAIRE

INCOMING 9th-GRADE INTERVIEW QUESTIONS

1. Do you plan to attend college following high school?

2. Would you name some academic courses you'll have to take in high school that will prepare you for admission to college?

3. In addition to your grades, what other things do colleges consider when deciding whether or not to admit you?

4. How do college students pay for their education?

5. Where and/or to whom would you go to find out information about careers and education beyond high school?

APPENDIX B

TEACHER, COUNSELOR, AND ADMINISTRATOR INTERVIEW QUESTIONNAIRE

TEACHER, COUNSELOR, AND ADMINISTRATOR INTERVIEW QUESTIONS

1. In general, are the parents of African American and Hispanic students aware of the courses needed to prepare their children for college admission?

2. In your experience, are the parents of African American and Hispanic students informed about postsecondary educational opportunities?

3. Are the parents of African American and Hispanic students, in your opinion, aware of the financial resources available to pay for college expenses?

4. In your experience, are the parents of African American and Hispanic students aware of community and school resources available to assist them with postsecondary school decisions?

APPENDIX C

STUDENT SURVEY

STUDENT SURVEY

1. I know of the different kinds of schools or colleges.

   YES_____ NO_____ NOT SURE_____

2. I know which occupations/careers require a college degree or additional education beyond high school.

   YES_____ NO_____ NOT SURE_____

3. I know which courses, offered at the high school level, will prepare students for admission to college and which courses will prepare them to enter trade, technical, and/or business schools.

   YES_____ NO_____ NOT SURE_____

4. I know the purpose of a PSAT, SAT, or ACT examination.

   YES_____ NO_____ NOT SURE_____

5. I know what parts of the high school records are sent on to colleges.

   YES_____ NO_____ NOT SURE_____

6. I know how a student applies for admission to colleges, as well as, trade, technical and/or business schools.

   YES_____ NO_____ NOT SURE_____

7. I know why a student's participation in high school extracurricular activities is viewed favorably by college admissions personnel.

   YES_____ NO_____ NOT SURE_____

8. I know the various forms of financial assistance available to meet costs of attending colleges trade, technical, and/or business schools.

   YES_____ NO_____ NOT SURE_____

9. I know how to apply for this money.

   YES_____ NO_____ NOT SURE_____

10. I know the school counselor's role in preparing a student for admission to colleges and/or other schools beyond high school.

    YES_____ NO_____ NOT SURE_____

APPENDIX D

PARENT SURVEY

PARENT SURVEY

1. I know of the different kinds of schools or colleges.

   YES_____ NO_____ NOT SURE_____

2. I know which occupations/careers require a college degree or additional education beyond high school.

   YES_____ NO_____ NOT SURE_____

3. I know which courses, offered at the high school level, will prepare students for admission to college and which courses will prepare them to enter trade, technical, and/or business schools.

   YES_____ NO_____ NOT SURE_____

4. I know the purpose of a PSAT, SAT, or ACT examination.

   YES_____ NO_____ NOT SURE_____

5. I know what parts of the high school records are sent on to colleges.

   YES_____ NO_____ NOT SURE_____

6. I know how a student applies for admission to colleges, as well as, trade, technical and/or business schools.

   YES_____ NO_____ NOT SURE_____

7. I know why a student's participation in high school extracurricular activities is viewed favorably by college admissions personnel.

   YES_____ NO_____ NOT SURE_____

8. I know the various forms of financial assistance available to meet costs of attending colleges and trade, technical, and/or business schools.

   YES_____ NO_____ NOT SURE_____

9. I know how to apply for this money.

   YES_____ NO_____ NOT SURE_____

10. I know the school counselor's role in preparing a student for admission to colleges and/or other schools beyond high school.

    YES_____ NO_____ NOT SURE_____

_____
Please Print Your Name (Optional)

APPENDIX E

POSTSECONDARY INFORMATION SAMPLE

"KNOW THYSELF"

Self-Assessment

To choose a college you must know something about yourself - your interests and abilities, dreams and goals, and reasons for attending college. Self-knowledge will help you decide what to look for and which questions to ask as you investigate colleges. It will help you to evaluate and sort out which coleges and universities have the programs, facilities, and atmosphere that will be best for you.

Interest and Talent Inventory

Answer the following questions in the space provided or on a separate piece of paper.

1. What subjects in school do you like the best? List them, along with the talents or aptitudes used in these courses.

Subject	Talents/Aptitude Involved
Example: Math	abstract reasoning

2. List three achievements in your life of which you are most proud. What talents or abilities led to these achievements?

Achievement	Talents/Abilities Involved
Example: winning debate contest	ability to persuade

3. What are your hobbies or interests outside of school? What talents or skills are used in them?

Hobbies/Interests	Talents/Skills Involved

4. Sometimes we're not aware of all our strengths or talents. Ask a close friend or teacher to list three things he or she thinks you do especially well. Talents like a good listner or a good group leader can be listed. Compare their answers with your list in questions 1,2 and 3.

"KNOW THYSELF" - Page 2

As you consider colleges, keep in mind the academic subjects and extracurricular activities that you do well in and most enjoy. Your interest in them probably will continue in college, and you can explore them in more depth. However, remember that you'll be able to try new subjects and activities, too. In deciding what kind of education best meets your needs, one choice you'll make is between a liberal arts education and a more specialized education.

Specialized education?

Specialized education will train you for a specific job or career. Perhaps you'd like to be a commercial artist or photographer, an interior designer or a licensed practical nurse. Maybe your interests are in construction technology or computer technology.

For fields like these that require technical expertise, you should consider specialized education. You'll find that it's most commonly offered at a large university, community college or technical institute.

Or liberal arts and sciences?

A liberal arts education is broad. You'll study literature, languages, and the natural and social sciences. There also might be options to study computer science and business, and to set up a career internship.

Studies have shown that liberal arts education makes you a careful reasoner, and a creative and flexible thinker. You'll learn to speak and write persuasively, and to solve complex problems. More and more, employers value these qualities.

A liberal arts education will help you understand the world around you and develop your interests, talents and values. If you enjoy a variety of subjects and think you could succeed in a number of areas, then you probably should consider the liberal arts and sciences.

What Size Is Right For You?

You'll quickly discover in your search that colleges range in size from a few hundred students to 30,000 or more - the size of a small city! What size is right for you?

At a smaller-sized college or university, you might enjoy more personal attention and better access to equipment and facilities. You may find it easier to get involved in activities outside of class. Also, you'd probably have more contact with professors, and be more likely to get into courses you want to take.

Large state schools usually offer many courses

"KNOW THYSELF" - Page 3

in a wide variety of fields, with technical specialties such as engineering or forestry. Class size probably will be larger, especially for lecture courses. Facilities and equipment are likely to be extensive, but used by many people.

What about cost?

College costs have risen sharply in recent years, at public and private schools alike. But before you cross a college off your list because of its price tag, think about this: financial assistance is available for qualified students at most of the best colleges in the country.

In fact, many colleges and universities that charge a lot also provide more financial aid. With the aid, you may find that it costs you no more to attend a higher-priced school than one that appears to cost less.

Don't let initial costs alone determine your future. The extra cost of attending one school rather than another is small when you divide it by the number of years this education must serve you. (We'll discuss financial assistance, in much greater detail, later in the precollegiate program).

Other factors

1. In what clubs, activities and sports would you like to participate?

2. Do you seek opportunities to study in a foreign country?

3. Is the college's distance from your home important to you? How close or far away should it be?

4. Are you looking for a particular type of climate or scenery? Do you want access to outdoor recreation?

5. Is diversity of students important to you? Would you like to go to school with people from other parts of the United States and from other countries?

6. Would you prefer a residential college, where most students live on campus or commuter campus?

7. Is the size of the town or city in which the college is located important to you?

8. Do you want to attend a college with a particular ethnic or religious affiliation?

WHAT ARE COLLEGES LOOKING FOR IN A PROSPECTIVE STUDENT?

College and university admissions officers try to create a freshman class with interesting, creative, and sensitive young people who will add to the tone and atmosphere of their schools.

Most college representatives are eager to match you with their college only if you will enjoy it and are likely to do well there. A mismatch, while sometimes unavoidable, can be costly for both the student and the college.

Thus professional admissions representatives will try to give you accurate and complete information. They strive to be open about their colleges' strength and weaknesses. They'll help you work your way through the admissions process, and might suggest other colleges to explore.

To decide whether you and a college will fit well together, admissions staffs look at a number of factors.

Grades and Courses in High School Are Most Important

Your high school record probably will be the most important factor in whether you'll be admitted to a particular college or university. Good grades in all your courses throughout high school show that you're willing to work hard and have an interest in a variety of subjects.

A poor grade or two in high school does not necessarily mean you won't be admitted to a selective college. If your grades improve, even late in your high school career, most colleges will notice.

Colleges also consider the diversity and difficulty of the courses you've taken. Success in the tougher courses (honors, accelerated or Advanced Placement) suggests you'll do well in college.

Most colleges prefer that students take four years of English, three of mathematics, three or more of science, three or more of social science, and at least two years of a foreign language. However, admissions representatives will take into account what courses our school offers.

Scores on Standardized Tests

The widely-used tests are the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), the American College Test (ACT), and the Achievement Test (ACH). Usually these tests are taken during the junior and senior years. To gain experience, many students take the PSAT or the P-ACT in their sophomore year. The PSAT is responsible to qualify for a National Merit Scholarship (We'll discuss scholarships for African American and Hispanic students based on their PSAT scores, in

greater detail, later in the precollegiate program).

How important are your test scores? That depends on where you apply. Most colleges still require them, but the trend seems to be toward putting less emphasis on the tests.

College guidebooks and admission materials often list the average test scores of students at a particular college or university. Keep in mind that this is an average, not a minimum. The scores of students admitted to the school are in a range extending below, as well as above, that average. An increasing number of colleges list a range that shows the scores of the middle 50 percent of the students who attend the school.

College admissions officers are fully aware, too, that some students don't "test well." Slow reading speed, unfamiliarity with the test format, or simple fear may cause a student to perform poorly on standardized tests.

For these reasons, virtually all colleges also consider other factors when they select students. They look at grades, class rank, recommendations, essays and a student's special talent and achievements.

Out-Of-Class Activities

Most colleges, and liberal arts colleges especially, look for students with many interests. Colleges notice students involved in theater, musical groups, special interest clubs such as photography or debate), student publications, athletics or student government.

Of course, colleges also look for students who belong to academic groups, such as honor societies, language clubs, science clubs and the like.

Part-time work, interesting summer adventures, or unusual experiences may also be important to some colleges.

Recommendations

Colleges differ when it comes to recommendations. Most require a recommendation from your high school guidance counselor. Some also ask for references from a teacher and/or an adult you know well, such as a friend of the family, an employer or a member of the clergy.

It is important that these people know you well enough to provide valuable insights about you. They'll be asked about your intellectual strengths, your personality and what you do outside of class. Too often, neither the counselor nor a teacher knows a student well enough to accurately assess his or her potential. While the precollegiate program will provide you with opportunities to meet and discuss your goals with your counselor, please take the time and make an effort to get to know him/her.

PROSPECTIVE STUDENT - Page 3

Essays

Many colleges require an essay as part of the application. This can be an intimidating task. Instead, try to view it as your chance to express yourself. Admissions officers are not looking for a particular "correct answer" on the essay. They want to find out what you are like as an individual.

Example

In the space provided below and on the back, or on a separate piece of paper, write your response, in essay form, to the following:

Describe a meeting with an historical figure of your choosing, living or deceased. Include in your essay the name of the individual and the reason(s) why you selected this individual.

CHOOSING A COLLEGE

Does the process of finding out about colleges and applying seem difficult, and even a bit frightening? If so, you're not alone. Many people feel that way, at least sometimes.

Actually, choosing a college should be part of an exciting search for your future. What you learn at college and the experiences you have there will be part of you always.

If you're excited about choosing a college, the admission process will be more interesting. Also, your enthusiasm will show up in your essays and, if available, your interviews.

As you start to narrow down the kind of education and college you want, you begin to select the schools that meet your requirements. You can turn to several sources in your search for colleges that match your goals:

Counselors and Teachers

Check with your counselor for information about colleges and advice about which ones might be right for you. Your teachers also might be able to suggest colleges for you to explore.

Standardized Tests

Your counselor can tell you when the standardized tests will be given in your high school or nearby area. If you check the appropriate box when you register for the PSAT, SAT, P-ACT or ACT, you'll probably get brochures and letters from a lot of colleges and universities. Look over this material and discuss it with your parents, friends and counselors.

Parents

Often, the most successful college choices are made when students and parents work as a team to explore alternatives and select the best one.

Your Friends

They may know of some colleges that are unfamiliar to you. Maybe they have brothers or sisters in college to whom you could talk. Remember, though, that what you and your family look for in a college may be very different from what your friends want.

CHOOSING A COLLEGE- Page 2

College Guides

There are many fine guidebooks to colleges and universities. They are available in the College Office, Room S-135, in the school or public library, or at a bookstore. These books are a good source for objective information about enrollment, major fields of study, church affiliation, costs and student life.

Be wary of any guide that claims to rank colleges and universities. The quality of your educational experience will depend more on how well the college meets your needs and goals than on any criteria a guide might use to rank colleges. Also, no one guide can capture the spirit or strength of a college. If you compare several accounts, though, you can better judge a college's admission literature. In alphabetical order, the major guide include:

Barron's Profiles of American Colleges
Barron's Educational Series, Inc. (Hauppauge, NY).

College Admissions Data Handbook
Orchard House, Inc. (Concord, MA).

The College Handbook
College Entrance Examination Board (New York, NY).

Comparative Guide to American Colleges
by Cass and Birnbaum, Harper & Row (New York, NY).

Lovejoy's College Guide
Monarch Press (New York, NY).

Peterson's Guides to Two-Year and Four-Year Colleges
Peterson's Guides (Princeton, NJ).

College Admissions Representatives

During the school year, admissions representa[illegible] from a number of colleges and universities will visi[illegible] the high school. A calendar of visiting representatives will be given to you in homeroom and posted on the bulletin board outside the College Office, S-135.

Be sure to seek out representatives from the colleges you are considering. This is a good opportunity to have your questions answered.

CHOOSING A COLLEGE - Page 3

College Fairs

Your counselor will tell you about "college fairs" or "college nights" in our area. At these events, admissions representatives from many colleges gather in one place to talk to students and their parents.

Request Information from Colleges

As you compile a list of colleges and universities you might be interested in, send for information. You can find the addresses in the college guidebooks in the school or public library, or the College Office, S-135.

A post card or simple letter, sent to the admissions office, is all that's needed. Ask for information and application forms. If you want to find out about financial aid, particular majors, sports, activities, interviews, campus tour arrangements, ask for that, too. A sample request for information is included below:

Your Street Address
City, State, Zip Code
Your Telephone Number

Date

Office of Admissions
Name of College
Street Address
City, State, Zip Code

Dear Sir/Madam,

I am a student at _____ High School and will graduate in June, 1993.

Please send me an application for admission and information about your college - a general information bulletin, college costs, and program descriptions. I am considering _____ as my major field of study.

Thank you.

Sincerely,

(Your Signature)

Name

CHOOSING A COLLEGE - Page 4

Getting Organized

To make the best of all the information you gather from colleges, get organized! One good way is to keep a folder for each college, along with a notebook with several pages for each college.

As the material arrives, read them carefully; with a pencil at hand. Note the things you like about a particular college and the things you dislike. How does the college compare with the factors you considered earlier such as size, cost, activities, location, and majors. Jot down any questions you have as you read, and ask yourself these questions as well:

1. Does the college have the major(s) or program(s) I want?

2. Does it have the activities/sports I want?

3. Do I meet the college's admission requirements?

4. Will the college help me achieve my educational and personal goals?

The idea is not to make a final decision now. Instead, read and think about each college as carefully as possible. Then figure out what other information you need to gather. For each college you investigate, you might want to fill out a chart like the one below:

College name_____

(List dates of the following)

High School visit_____

College fair/night_____

Information requested_____

Information received_____

Other_____

Comments_____

There's a lot to keep track of, so keep good records throughout the college selection process. Jot down names, dates, test scores, and any other information that pertains to your college search.

VISITING A COLLEGE CAMPUS

No publication, no matter how thorough, can give you a complete picture of a college or university. A campus visit is the best way to see for yourself what a college is like.

Advanced planning with the college's admissions office is important to help you make the most of your visit. Most colleges encourage campus visits, and many publish special brochures to help you plan one.

When you decide to visit a campus, write or call the admissions office. Tell them the date you'd like to come and the approximate time you expect to arrive. If you want to stay overnight in a residence hall, ask if they can make arrangements.

During your visit, try to meet with someone from the admissions office and take a tour of the campus. Talk to students, have a meal in the cafeteria (many colleges will treat you), and pick up copies of the student newspaper and alumni magazine. Some colleges also can arrange for you to meet a professor who teaches a subject you enjoy, or a coach of a sport you play.

People's views about a college or university can vary widely, so try to talk to as many people as possible. Whether your visit lasts an hour or a day, you should get all your questions answered. You already may have thought of a lot of questions. Here are some you might want to add to your list.

When You Talk to Students, Ask...

1. How many hours do you study? Is that typical of students here?
2. Are campus jobs readily available?
3. Are faculty members interested in students and accessible outside of class?
4. Do many students go home on weekends?
5. Is the food good?
6. Is it possible to study in your dorm room?
7. What's the library like as a place to study? ...to do research?
8. What do you like most about this college? ...least?
9. Is it easy to get the classes you want at registration?
10. Would you choose this college again?

VISITING A COLLEGE CAMPUS - Page 2

If You Attend a Class, Ask Yourself...

1. Are students interested in the material?
2. Is there time for questions and discussions? Do students participate?
3. Are students prepared for the class?
4. Am I intellectually challenged by what is taking place in the class?
5. Do I feel that the students are learning - either new facts or new ways of thinking about a subject?
6. Is there good rapport between professors and students?
7. Would I feel comfortable as a student in this setting?

As You Tour the Campus, Ask Yourself...

1. Are the older buildings in good repair?
2. Are there new buildings as well as older ones?
3. Is lab equipment up-to-date and plentiful?
4. Are rooms in resident halls pleasant? ...quiet enough to study in?
5. Are common areas in the residence halls attractive? Are there laundry and kitchen facilities?
6. What's the cafeteria like?
7. Are the grounds well-kept?
8. Is the setting and architecture appealing?
9. What's the surrounding town or city like? Would I feel comfortable here?

The Interview

Some colleges require an interview, though many do not. If the college requires or recommends one, see if you can schedule it during your campus visit.

As with any interview, try to be on time. If you know you'll be delayed, call ahead. Also, review the

information and notes you have on the college and prepare a list of questions ahead of time. Take the list along, so you're sure to cover everything you wanted to find out.

In your interview, you'll probably be asked about your background, interests, hobbies, goals and why you're applying to the college. It's natural to be a little nervous. Try to see it as a conversation in which you ask questions, too. If you do that, you'll be more likely to relax and enjoy the experience.

Here are some questions you may wish to ask in your interview, or when you talk with an admissions counselor.

In Your Interview, You Could Ask...

1. What is distinctive about the college?
2. Does your college have academic programs that fit my interests?
3. Will I have easy access to computers? Where are terminals located? Will I have to pay extra for computer time?
4. Will I have access to special equipment (such as an electron microscope) as a freshman?
5. What are the strengths and weaknesses of the college's advising system?
6. What extracurricular activities are there on campus? What are the facilities like?
7. What kind of campus jobs can I get if I qualify for work-study?
8. Are there new programs or facilities that will be available in the next couple of years?
9. What are the college's recent graduates doing now?
10. Is it likely I'll be admitted?
11. Is the admissions decision made separately from the assessment of my financial aid needs?

VISITING A COLLEGE CAMPUS - Page 4

When Your Visit Is Over...

Try to write down your impressions of the college while they're still fresh in your mind. These questions may help you assess your visit.

1. Were the people you met friendly and did they answer your questions fully and candidly?

2. Did you feel that the students were the kind of people you'd like to get to know?

3. Did you sense that the college was interested in having you as a student?

4. Did you like the social atmosphere?

5. Did the campus itself impress you in any way?

6. What do you think about the quality of instruction?

7. What do you feel about the academic demands and atmosphere?

8. Would you like to spend more time there?

If You Cannot Visit...

Sometimes it's impossible for you to visit a campus. You can still get the feel of a college by talking to recent graduates or current students who are from our area. The college admissions office can give you the names of these people.

Many college representatives travel to interview students in their homes or at schools or hotels nearby. Write or call the admissions office to find out when a representative will be in the area.

In addition, many colleges and universities have produced videos of their campuses. Check with the college's admissions office to request a campus video. Your College Office, S-135, has a number of college campus videos that are available for your viewing.

THE COLLEGE EVALUATION CHART

You've gathered a lot of information from your reading, conversations and campus visits. You're probably feeling a little overwhelmed by it all. The College Evaluation Chart below should help you put it in perspective.

For each of the college selection factors listed, evaluate each college on a scale of 1 (poor) to 5 (excellent). You determine whether a college or university receives a 1, 2, 3, 4 or 5 on a particular factor, such as location or academic program. In other words, a college that you evaluate as a 5 on one factor may receive a 1 on the same factor from someone else.

Now, for each factor, compare your evaluations of the colleges. Keep in mind that it's unlikely that all the college selection factors will be of equal importance to you. Pay special attention to those you think are most important to your interests and needs.

Selection Factors	College Names		
Evaluate each college from 1 (poor) to 5 (excellent)	College	College	College
Academic program and atmosphere			
Student-faculty ratio			
Accessibility of faculty			
Faculty teaching reputation			
Independent study possibility			
International study possibility			
Off-campus work internships			
Academic counseling program			
Career counseling program			
Campus setting and architecture			
Academic facilities(rooms, lab)			
Library for study and research			
Cultural facilities (theaters)			
Visiting lecturers program			
Visiting artists and performers			
Personal counseling program			
Recreational facilities (gyms)			
Student health facilities			
Location of campus			
Size of student population			
Part-time work opportunities			
Clubs, sports, activities			
Resident halls/special housing			
Entertainment and social life			
Food			
Other factors important to you			
Total Score			

AN OVERVIEW OF FINANCIAL ASSISTANCE

All colleges and universities expect you and your parents to contribute as much as you can to the cost of your education. But they realize that college costs may strain your family's budget. They'll do their best to bridge the gap between what you can afford and what the college costs.

Colleges determine what you can afford on the basis of information you and your family provide on confidential forms. These forms, the Financial Aid Form (FAF) and the Family Financial Statement (FFS), are used throughout the nation. You can pick them up in the College Office, S-135.

Read each college's brochures carefully to find out which form(s) to submit and when to apply for assistance. Make sure you don't miss important deadlines. Also, keep a copy of every financial aid form you send out.

If you and your family will not be able to support the full cost of your education, you should apply for assistance. At many high-quality colleges and universities, one-half to three-fourths of the students receive financial assistance.

Although it is increasingly difficult to do so, many institutions are still committed to "need-blind" admission. This means the admission decision is made separately from the assessment of your financial aid application. In "need-blind" admission, the amount of financial aid will have no effect on whether or not you'll be admitted.

Financial assistance comes in several types: grants and scholarships, loans, and work-study.

Grants and Scholarships

Grants and scholarships are outright gifts of money. Most of the time, they are based upon need. Sometimes, though, they are awarded for academic excellence and promise, or for special achievements or abilities.

Loans

Loans are a significant part of most aid packages. They must be repaid, but most often not until after you graduate. Interest rates are competitive with other types of loans. The payback period on college loans varies from two or three years up to 20 years.

Work-Study

Work-study is a part-time job on campus. For instance, you might work in the library, or as a resident advisor,

AN OVERVIEW OF FINANCIAL ASSISTANCE - Page 2

lifeguard, or food-service worker. The job is arranged through the financial aid office.

Funding for financial aid comes from the federal government, state government, private sources and colleges and universities themselves.

A more detailed examination of financial assistance will be developed later in the precollegiate program. Three resource books on financial assistance, available to you in the College Office, S-135, include:

Meeting College Costs
College Board (Princeton, NJ).

The College Cost Book
College Entrance Examination Board (New York, NY).

Peterson's College Money Handbook
Peterson's Guides (Princeton, NJ).

THE APPLICATION COUNTDOWN

Now you are ready to apply to the three or four colleges you've chosen. To keep track of what you need to do and when, answer the following questions for each college to which you are applying.

Remember, it's always a good idea to start early, so that you have plenty of time before deadlines.

* Do you know the deadline for filing the application (if any). Read all application instructions carefully!

* Have you kept copies of all the forms, applications and letters you've sent?

* Has your official high school transcript been sent?

* Have you given the personal reference form to your counselor? Has it been completed and sent to the college?

* Have you given the forms to your other references (if required)? Have these forms been completed and sent?

* Have you had your ACT and/or SAT scores sent to each college? What about your scores on Achievement Tests (ACH) or Advanced Placement Tests (AP), if you are taking those tests?

* Have you checked to be sure you answered all of the questions on the application form?

* Have you signed your application and enclosed the the application fee?

* Do you plan to apply for financial aid? If so, have you completed and sent the proper forms (the FAF, FFS, state aid forms, private scholarship forms or the college's own form)?

* Have you had an on-campus interview (if required or suggested)?

* Have you checked the admission material to see whether the college requires any further action?

When each college has evaluated your application, you'll receive a letter telling you whether you've been admitted and granted financial aid.

If you have been accepted to more than one of the colleges to which you've applied, you should be very proud of your accomplishment. Read these letters carefully to find out by what date you must accept or reject an

offer. A majority of the most reputable colleges and universities recognize the national candidate reply date of May 1. This means you should be allowed to wait until May 1 or until you've heard from all the colleges to which you have applied.

Now, of course, you'll have to choose the one you think is best. If you're still not sure, go back and take another look at the College Evaluation Chart you filled out earlier in the year. Compare your evaluations on the factors that are especially important to you.

If it's still a toss-up, visiting the colleges a second time may help you decide. Are your impressions the same or have they changed since your first visit?

When you make your final choice, be sure to notify the colleges you don't plan to attend. That way, they can offer your place to another deserving student.

In the end, the choice is yours alone. But if you've gone about the selection process using some of the suggestions discussed in group sessions and with your counselor, you can be confident that you're on your way to receiving the college education you want.

TYPES OF COLLEGE DECISIONS

Early Decision

Early Decision means the student applies to a college or university by November 1st or the 15th and will receive a decision, by mid-December, of acceptance, rejection, or the application will be held-over for a later decision among all regular applications. The implications of an Early Decision application include:

1. The student must commit to accepting an offer of admission unless the financial aid offer is inadequate.
2. The student may not apply Early Decision to more than one college at a time, but may initiate regular applications to other colleges.
3. Immediately upon acceptance of an Early Decision offer, the student must withdraw all other applications.

Early Action

Early Action permits a student to make application and receive a decision well before the spring of the senior year in high school. However, the student is not committed to enroll at the college. The implications of an Early Action application include:

1. The student must apply to only one college under an Early Action plan.
2. Students may apply to other colleges under regular application procedures.
3. Colleges may request a deposit prior to May 1, but the deposit is fully refundable until May 1.

Early Notification

Early Notification is similar to, but less restrictive than, Early Action. It permits an applicant to receive a college's decision in advance of the typical spring cycle decision date. However, the student may apply to more than one college under this plan. The implications of an Early Notification plan include:

1. The college may request a deposit prior to May 1, but will indicate that it's fully refundable until May 1.
2. The student may apply to other colleges (including filing one Early Decision application and one Early Action application).

Regular Decision

Under regular decision, the applicant files by a stated deadline (usually in January or February) and the college decides by a specific date (usually early April or by April 15th).

TYPES OF COLLEGE DECISIONS - Page 2

Rolling Decision

Under a Rolling Decision, the college's Admissions Committee meets and makes decisions at regular intervals. Usually, the student will receive a decision approximately four weeks after the college receives all application materials. Rolling Decision colleges do not have an application deadline, but colleges operating under this system may indicate that applications will be reviewed only until the entering class seats are filled.

FEATURES OF THE ACT AND SAT

	ACT	SAT
Testing Time:	3 hours, approximately	3 1/2 hours, approximately
Scoring:	1 to 36	200 to 800
Test Purpose:	Designed to measure classroom achievement in four broad content areas as well as the ability to reason and solve problems.	Designed to measure academic aptitude in terms of verbal and numerical reasoning and ability to recognize standard written English.
Test Content:	English 75-item, 45 minutes Usage/Mechanics Punctuation Grammar and Usage Sentence Structure Rhetorical Skills Strategy Organization Style	Verbal 40-item, 30-min. and 45-item, 30 minutes Antonyms Analogies Sentence Completions Questions based on reading passages
	Mathematics 60-item, 60 minutes Pre. & Elem. Algebra Int. Algebra & Coordinate Geom. Plane Geometry Trigonometry	Mathematics 25-item, 30 min., & 45-item, 30 minutes Arithmetic Algebra Geometry Multiple-choice questions
	Reading 40-item, 35 minutes Social Studies Natural Sciences Prose Fiction Humanities	Test of Standard Written English 50-item, 30 minutes Grammar Usage Diction (word choice) Idiom (TSWE Score: 20-60+)
	Science Reasoning 40-item, 45 minutes Biology Physical Sciences Chemistry Physics	

COLLEGE ADMISSIONS POLICY

Description of Admissions Policy	Typical Test Score Avg. Reported by Colleges: Typical SAT Total Score (V+M)Avg.	Typical ACT Composite Score Avg.
Highly Selective		
Majority of accepted freshmen in top 10% of their class	1100-1300	27-31
Selective		
Majority of accepted freshmen in top 25% of their class	950-1100	22-27
Traditional		
Majority of accepted freshmen in top 50% of their class	850-1000	20-23
Liberal		
Many accepted freshmen from lower half of class	800-950	18-21
Open		
All high school graduates accepted, to limit of college's capacity	750-900	17-20

YOUR ADMISSIONS INTERVIEW

Here are some overall points to consider if you are required to sit for an admissions interview:

1. Try to be confident and assertive. Be yourself!

2. Dress conservatively and be on time.

3. Go alone for the interview.

4. Read the college's catalog thoroughly ahead of time.

5. Take a current copy of your transcript and a brief resume with you.

6. Carefully prepare a few questions ahead of time (e.g., questions that express your interests in specific activities or departments within the college).

7. Be aware of current national, state, and local affairs.

8. If asked your opinion, give it and back it up with reasons.

9. Don't be afraid to mention your strengths - academic and/or non-academic.

10. Choose one subject or interest, ahead of time, that you know well and work it into the conversation at an appropriate moment. Be prepared to discuss this subject or interest at length with the interviewer.

11. Be prepared to answer questions about your secondary school record, standardized test scores, your interests, current events, career plans, and what you'd contribute to the college.

12. Ask for and write down the name of your interviewer. Soon after the visit send the interviewer a thank-you note.

A GUIDE FOR WRITING COLLEGE APPLICATION ESSAYS

1. Be Yourself! Use your own unique style.

2. Type your essays or print them neatly in black ink.

3. In response to an open-ended question (i.e., tell us more about yourself) there is no magic, expected, approach. You may consider:
   a. citing an experience that you have had that changed your way of thinking about life: outward bound, travel, competitive sports.
   b. explaining what you really enjoy doing.
   c. discussing how a book or a person has influenced your life.
   d. writing about your planned career and why you chose it.
   e. being as deep and specific as you can, but do not reveal anything you may regret later.

4. College admissions officers want to know something about your character and how it was formed. Be positive about yourself without bragging and, at the same time, avoid self put-downs. Do not include biographical information in your essays that appear elsewhere on your application.

5. Read and re-read your essays many times before you submit them with your application. Proofread your essays to avoid misspellings, typographical errors, or grammatical mistakes. You may consult with someone, such as your English teacher, but your essays must be written by you.

6. Think of your essay as an opportunity to get the college admissions office reader to pay attenti to you. Be sure the essay is well organized and, at the same time, represents your best effort.

7. Try to avoid being negative, trivial, insincere, overly humorous, pretentious. Avoid the overuse of the pronoun, "I".

8. Strive to be specific, use examples or anecdotes, and employ comparisons.

9. End your essay with strength.

A SAMPLE OF SCHOLARSHIPS AND CAREER OPPORTUNITIES AVAILABLE FOR AFRICAN AMERICAN AND HISPANIC STUDENTS

Scholarship opportunities come from many sources: community organizations, businesses, unions, and service organizations. When writing for information include a self-addressed, stamped business sized envelope.

American Institute of Certified Public Accountants
Minority Scholarship Program
1211 Avenue of the Americas
New York, N.Y. 100036
Award: 400 at $1,500 per year
Field: Accounting

National Action Council for Minorities in Engineering
(NACME, Inc.
3 West 35th Street
New York, N.Y. 10001
Award range: $250 to $2,500 based on financial need
Field: Engineering. Entering freshmen awarded by colleges in the NACME program. Write to NACME for list of participating colleges and then contact the schools in which you are interested.

National Institutes of Health
Division of Research Resources
Minority High School Research Apprentice Program
9000 Rockville Pike
Bethesda, MD 20852
Award: Approximately 1,000 awards are made yearly to high school students who have a strong interest in a career in health-related research. Write for details.

American Geologic Institute
Minority Participation Scholarship Program
4220 King Street
Alexandria, VA 22302
Award: 40 awards ranging from $500 to $2000 per year
Field: Geoscience and associated fields.

Foundation of the National Student Nurses Association
555 West 57th Street
New York, NY 10019
Award: to $1500 based on academic achievement
Field: Nursing

President's Achievement Award
Texas A & M University
Student Financial Aid Office
College Station, TX 77843
Award: $2,000 renewable for four years to Hispanic students attending Texas A & M University.

APPENDIX F

PARENTS AND COUNSELORS TOGETHER SAMPLE

The Parent Support Ladder

14. Recognize that education is a lifelong process.
13. Recognize places to learn.
12. Recognize school as work.
11. Encourage extracurricular/outside school activities.
10. Maintain a school link.
9. Serve as home teacher or tutor.
8. Provide a constructive study climate.
7. Encourage mastery of basic skills.
6. Become involved in child's school work.
5. Express respect for effort.
4. Recognize doing one's best as success.
3. Recognize degrees of competency.
2. Emphasize importance of school.
1. Encourage positive work attitudes.

The Home as a Learning Center: Some Tips for Parents

Design a home learning environment that is appropriate to your student's learning style.

- Identify the physical space where studying and quiet reading can occur.
- Secure the resources (e.g., paper, pens, dictionary, etc.) that your child will need.
- Establish a routine time for homework and special class projects and allow for balanced leisure activities.
- Promote sound time management skills allowing attention to all subjects and planning for long-range projects (book reports, essays).
- Encourage games and leisure time activities that require reasoning, computation, and problem-solving skills. Allow your child to participate in building things, fixing things, cooking, and related tasks.
- Monitor television watching and encourage viewing that can compliment the educational experience.

Postsecondary Education Opportunities

The student who wishes to continue study after high school has a number of options including the following:

TRADE, TECHNICAL, AND BUSINESS SCHOOL

Description

Private proprietary schools specializing in trades or vocations. There are some 9,000 schools in the United States offering more than 500 different courses and 200 occupational programs. Specialize in teaching skills (e.g., welding, cooking, hairstyling, and word processing) required in the workplace.

Length of study

Studies vary in length from intensified training programs lasting a few weeks to diploma or certificate granting programs which may take up to two years.

Characteristics

Open admission—meaning all who apply are usually admitted. Instruction is directed to skill training required for a specific job. "Hands on" learning or "learning by doing" often employed.

COMMUNITY AND JUNIOR COLLEGE

Description

Two-year institutions conveniently located in local communities. Specializes in college transfer programs, vocational programs, or both. There are 1,336 community and junior colleges in the United States.

Length of study

Depending on program. Generally 6 months to two years. Leading to degrees or certificates.

Characteristics

Usually inexpensive, flexible hours, convenient location, independent study as well as traditional classroom approach. Open admission. Transfer programs often tied to four-year colleges in state or area. Usually respond to local employment demand by offering courses in needed areas.

COLLEGE AND UNIVERSITY

Description

Institutions comprised of divisions called schools or colleges. Geared toward preparation for professional occupations such as accounting, engineering, and health services. Traditional classroom setting. Offer degrees upon completion of program. There are 2,070 colleges and universities in the United States.

Length of study

Four years of study leading to a college degree.

Characteristics

Well-rounded education, including studies in arts, sciences, and the humanities. Can be public, private, sectarian, non-sectarian, coeducational, large or small, and found in any type of community.

Education and Careers

HIGH SCHOOL DIPLOMA

SPECIAL CAREER TRAINING CERTIFICATE OR DIPLOMA

- Trade, technical, and business school
- Apprenticeship program
- On-the-job training program
- Military services
- Community or junior colleges

COLLEGE OR UNIVERSITY DEGREE

- Community and junior college (2 - year)
- College or university (4 - year)

ADVANCED STUDY AND SPECIAL EXPERIENCE

- Graduate school
- Career experience

Education and Careers

HIGH SCHOOL DIPLOMA

SPECIAL CAREER TRAINING CERTIFICATE OR DIPLOMA

Trade, technical, and business school
Apprenticeship program
On-the-job training program
Military services
Community or junior colleges

COLLEGE OR UNIVERSITY DEGREE

Community and junior college (2 - year)
College or university (4 - year)

ADVANCED STUDY AND SPECIAL EXPERIENCE

Graduate school
Career experience

Education and Careers

Occupations requiring a high school diploma

Assembler	Receptionist
Cashier	Salesperson
Driver	Security Guard
Mail Clerk	Stock Clerk
Messenger	Telephone Operator
Orderly	Waiter/Waitress

Occupations requiring special career training

Auto technician	Medical technician
Barber/hair stylist	Photographer
Chef	Police officer
Firefighter	Secretary
Geologist	Surveyor
Machinist	Travel Agent

Occupations requiring college or university degree

Accountant	Nurse
Architect	Park ranger
Chemist	Pilot
Counselor	Physical therapist
Computer analyst	Reporter
Engineer	Teacher
Librarian	Writer

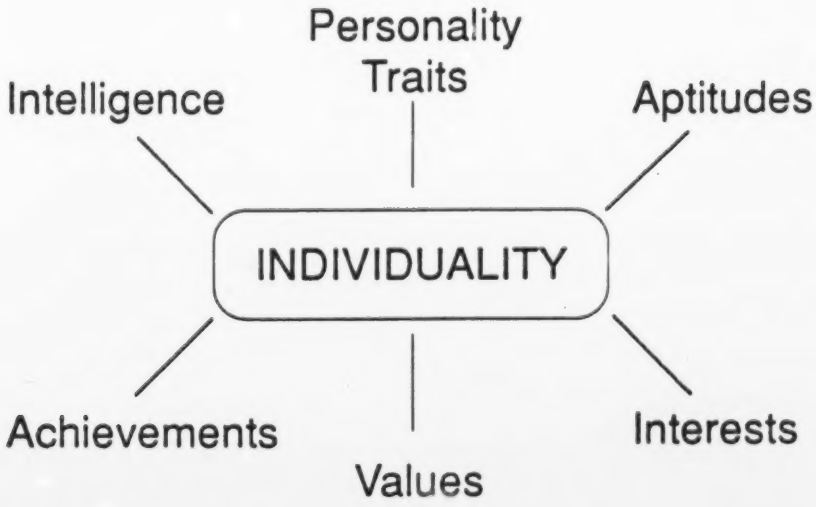
Occupations requiring advanced study (more than undergraduate college degree)

Astronaut	Hospital administrator
College professor	Judge
Dentist	Lawyer
Dietician	Physician
Economist	Veterinarian

High School Courses for College-Bound Students

Subject Area	Amount of Study
English	4 years
Science	2 to 4 years
Biology	
Chemistry	
Physics	
Earth Science	
Mathematics	2 - 4 years
Algebra	
Geometry	
Trigonometry	
Calculus	
History	2 to 4 years
Foreign Language	2 to 4 years of same language
Computer Science	
Music	
Art	

Learning More About Your Son or Daughter



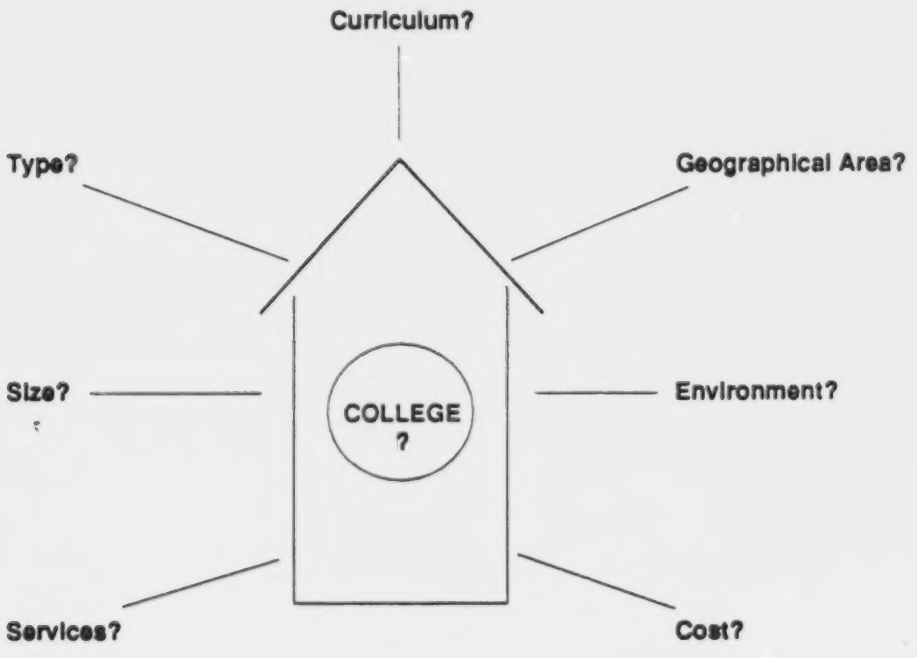
How Counselors Can Help

As the parent of a student in the middle grades, the school counselor can assist you in the following ways:

- Monitoring achievement and progress in the classroom.
- Identifying individual learning concerns or problems and finding solutions.
- Appraising aptitudes, intelligence and other individual characteristics, and interpreting findings.
- Providing information about high school study options and course offerings and assisting in educational planning.
- Teaching successful study skills and motivating the student to make the most of the school experience.
- Introducing the concepts of educational exploration and decision making and aiding students to understand the various educational and career options they may pursue.

Become acquainted with the counselor early and consult this educator throughout your child's educational experience.

College Exploration: Asking the Right Questions



- What type of college would I like to attend? Liberal arts? Business? Engineering? Trade or technical? What is my tentative choice of a major?
- In what geographical area do I want the college to be? How far do I want to be from home?
- Do I want to attend a small college or a large university? A two-year or four-year program? Coeducational or single sex-institution? A historically Black college or university?
- In what environment do I want my college? Urban? Rural? Suburban? Will I live on campus or live at home and commute?
- What are the costs? How will these costs be met?
- What special services (e.g., tutoring, special assistance for the physically impaired) do I require?

Sources of Information About College

College Publications and Guides

Each college and university in the nation produces an array of written materials, including brochures, catalogues, viewbooks, and related materials. One need only to call or write the admission office to acquire this information.

In recent years, many colleges have produced video programs about their schools. These videotapes are available for viewing in the high school guidance office and are frequently loaned to students for viewing at home with parents.

Students can acquire a great deal of basic information through the study of any one of a number of good college guides or reference books. These books present a "snapshot" of the college and should be used with other information. Parents should be especially sensitive to any publications that rate colleges and universities or their programs. Most college rating systems lack the comprehensiveness and objectivity to carry much weight in the decision-making process.

College Fairs and Visits by Admission Counselors

Considerable information about colleges and universities can be acquired through face-to-face interaction with their admission counselors and officers. This can be best accomplished by participating in college fair and college night programs when they are offered in your school or community. The National Association of College Admission Counselors sponsors the National College Fair program and sponsors 26 fairs in major cities and metropolitan areas across the nation. Representatives from hundreds of colleges are present at these fairs to explain their curricular programs, admission requirements, and answer questions. Similar programs are offered by the counselors in many school systems. Parents are welcome to participate in these programs.

College admission counselors are also available to visit with students in the school setting. The school counselor usually assists in scheduling these visits and maintains a calendar of colleges and visitation dates. Many admission representatives will schedule individual appointment times during these school visits. College fairs and high school visits permit the student to explore beyond the information contained in the publications and guidebooks — to personalize his or her questions and ask things that are specific and tailored to particular needs.

Campus Visits

As your daughter or son refines the list of colleges under study, encourage campus visits. In fact, take part in the campus visits yourself. The experience will be informative for all. If the student has decided that a college is interesting enough tohim or her on the basis of what has been read about it or what has been gained through interaction with an admission representative, it's time to visit that campus and see things firsthand. Students should try to visit a college while classes are in session and students are on campus.

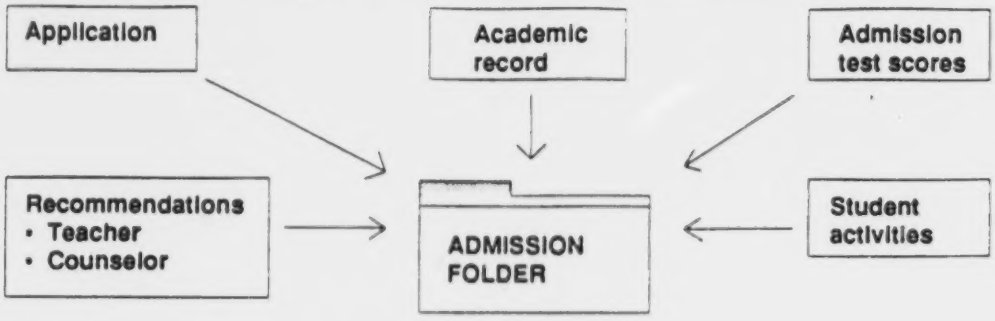
The visit should include an interview with an admission counselor, sitting in on a class or two, and discussions with students and faculty. The interview and class observation will provide the student with a unique opportunity to get a real taste of the college experience and to create questions that can be answered "on the spot."

The student should spend enough time to determine if she or he feels comfortable in the surroundings and at ease with students. Some colleges have accommodations for students to stay in the dormitories with other students. Counselors recommend that students visit a college or university before they make the final decision to study there.

The School Counselor

As your son or daughter continues to investigate college options, encourage him or her to visit the school counselor. Counselors know a great deal about specific colleges and universities. If they are unable to answer a question immediately, they have the resources to find the answer or help students locate the needed information. They can also help clarify information from other sources, such as visits.

The Admission Folder: What's in It?



When a student applies to college, the college admission office collects a folder of information to consider as it makes a decision about the application. Parents should be aware of the parts of an applicant's "folder."

Application

The application includes simple biographical information such as birthdate and family information. Frequently, students are asked to write essays, which are intended to acquaint the admission committee with certain student experiences, strengths and weaknesses, and writing ability. This is where students have the power to present themselves in the best possible light.

Academic Record

The most important factor in the applicant's folder is the academic record in high school: many consider it to be the best indication of later college success. The program of study, specific courses, and the grades the student received are aspects of the record that admission officers will consider in appraising the student's transcript (another term for the academic record). Colleges pay special attention to the challenging courses the student has successfully taken. When a student's record is compared with that of his or her classmates, he or she is assigned a class ranking relative to the others in the class. Class rank is important as a means of showing admission officers the level of competition the student has encountered and how well she or he has achieved relative to the competition. Not all high schools compute class rank.

Admission Test Scores

Standardized testing has been the focus of much discussion in recent years. More institutions are re-evaluating the overall role of the tests in the admission process and seem to be placing less emphasis on the importance of the test results. A few selective colleges have even replaced the "aptitude" tests with other tests that measure the knowledge that students have actually learned in their courses. Those colleges that still require standardized tests will use the scores in several ways. First, they may look at the scores as one way of predicting if a student will succeed in college. Secondly, colleges may use scores to compare students who come from similar backgrounds and schools. Finally, colleges may use test scores to help place students in appropriate courses. Students who plan to take a standardized test may improve their performance by attending classes to acquaint them with the tests or by taking practice tests available from the test publishers. However, nothing is as good as old-fashioned work and study.

(continued on next page)

The Admission Folder *(continued)*

Recommendations

The recommendations prepared by teachers, the counselor, and others represent a very important part of the admission folder. They tell readers of the application about the student's classroom experiences in terms that are not represented by grades. Teachers may comment on the type of contributions the student made to the class, the written and oral work that has been presented. The counselor can highlight strengths that may not be otherwise worked into the official application and comment on the student's potential for studying at a particular college. The recommendation allows the writer to go beyond the information requested in the general application and tell the admission committee about the student's unique qualities and characteristics.

Student Activities and Employment

Although the student academic credentials are the primary factors in determining admission, the students record of involvement in activities (curricular, extracurricular, and outside of school) can be a significant supporting credential. Out of school activities such as work, scouting, church groups, and community volunteer work should not be overlooked. Mere membership is not the important factor. Rather, it is the level of involvement and accomplishment that is important. It is better for your daughter or son to be involved in one activity and to be a significant contributor to that activity than to be involved superficially in a number of organizations and activities.

Students' Rights and Responsibilities in the College Admission Process

As a student making application to colleges and universities, you have both rights and responsibilities.

Your RIGHTS entitle you to:

- Receive full information from colleges and universities about their admission, financial aid, scholarship, and housing policies. If you consider early decision application, obtain complete information from the college about its process and policy.

- Wait to respond to an offer of admission and/or financial aid until you have heard from all the colleges and universities to which you have applied or until May 1, whichever comes earlier.

If you think that your rights as a student have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of your state or regional Association of College Admission Counselors. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to: Executive Director, NACAC, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314.

Your RESPOSIBILITIES are to:

- Understand the admission, financial aid, and scholarship policies of the colleges and universities to which you plan to apply. This includes being aware of deadlines, restrictions, and other criteria.

Before you apply, you should understand the policies and procedures of each college or university regarding application fees, financial aid and scholarships, and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll and the dates when refunds of those deposits are available.

- Complete all material that is required for application, and submit your application materials on or before the deadlines.

- Follow the process recommended by your high school for filing college applications.

- Arrange, if appropriate, for interviews and/or visits to colleges of your choice.

- Notify each college or university which accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have heard from all the colleges to which you have applied or by May 1, whichever is earlier. Also, if you are accepted under an early decision plan which requires you to attend that institution, you must withdraw the applications submitted to other colleges or universities at the time of that acceptance and make no additional applications. If you are an early decision candidate and are seeking financial aid, the previously mentioned withdrawal of other applications presumes you have received notification about financial aid.

- Confirm your intention to enroll and submit a deposit, if one is required, to only one college or university by its required notification date, usually May 1.

If you are put on a waiting list by a college or university and are later admitted by that institution, you may accept the offer and send a deposit. However, you must immediately notify any other college or university where you previously indicated your intention to enroll.

The School Counselor: A Constant Resource

Counselors are one of the best *on-going* resources students have: they are the students' ally throughout the entire admission process. It is in your son's or daughter's best interests to see the counselor regularly. Counselors can:

- Help your son or daughter identify the questions — and find honest answers — that should start the entire admission process. Questions such as "Do I want to stay near home? Does the college have my major? How important is size?" and so forth.
- Review your son's or daughter's academic record, suggest areas that need improvement, and recommend courses needed to qualify for college admission.
- Help students schedule time and meet deadlines for filing applications and taking standardized tests.
- Provide specific information on a student's high school performance. Items such as rank-in-class, test scores, and grade point average are all details that colleges ask for when a student applies.
- Provide the necessary forms for financial assistance. They can also explain the criteria students must satisfy to qualify for financial assistance.
- Show students where to find more information — such as books, catalogues, brochures, and videotapes — that deals with either the admission process or a specific college or university.
- Clarify or explain terms, ideas, and experiences that students encounter during their readings, campus visits, or interviews with college representatives.
- Write a letter of recommendation to colleges or universities or suggest teachers whom the student can contact to write this letter.
- Offer the emotional support, warmth, and encouragement that your son or daughter will need during one of the most important periods of his or her life.

Prep for College Calendar

JUNIOR YEAR

SEPTEMBER • Inquire about PSAT/NMSQT (National Merit Scholarship Qualifying Test) date, time, and place in October. • Meet with your school counselor to review your courses for this year and plan for your senior year.

OCTOBER • Take PSAT/NMSQT.

NOVEMBER• Keep your grades up.

DECEMBER • Receive results of PSAT/NMSQT. Read material sent with your scores and consult your school counselor to determine how you might improve. This can be excellent preparation for your SAT.

JANUARY • Begin to think about which colleges you'd like to explore. • Sign up for April SAT. • Get social security number (required on college applications).

FEBRUARY - Meet with your guidance counselor to begin preparing a list of colleges to explore. • Begin to prepare for your SATs.

MARCH • Write to colleges on your list and evaluate the literature sent to you. • Sign up for the May/June ACH (Achievement) tests or the April ACT.

APRIL • When selecting your senior courses, be sure to continue to challenge yourself. • It's time to take the SAT or ACT-double check date, time, and place. • Continue to evaluate colleges. Begin eliminating some choices from the original list.

MAY • Attend College Fair to get more information about colleges on your list. • Take ACH test (if appropriate). • Consider enrolling in an academic course at a local college, pursuing a summer school program, or working as a volunteer.

JUNE • Plan visits to colleges during summer. • Take ACH tests (if appropriate).

JULY & AUGUST • Visit colleges. Take tours and have interviews. • Continue to refine your list. • Participate in summer enrichment activities.

SENIOR YEAR

SEPTEMBER • Sign up for November SAT or October ACT. • Meet with your school counselor to be sure that your list includes colleges appropriate to your academic and personal record. • Review your personal records with your guidance counselor to ensure their accuracy. • Write to the colleges still on your list and request applications. • Plan visits to colleges (if you didn't get to them during the summer or if you want to return to a campus for a second time).

Prep for College Calendar *(continued)*

OCTOBER • Attend a regional College Fair to investigate further those colleges to which you will probably apply. • Begin to gather information needed for applications. • Line up your teacher recommendations. • If applying for Early Decision, send in your application now. Also prepare applications for back-up schools. • Start sending your applications. • Sign up for December/ January ACH tests or December ACT. • Time to take ACT.

NOVEMBER • Take SAT. Have scores sent to colleges on your list. • Be sure that first quarter grades are good. • Continue filing applications to colleges. • If appropriate, obtain your Financial Aid Form or Family Financial Statement from your guidance office.

DECEMBER • Take SAT or ACH or ACT tests. Have scores sent to colleges on your list. • File your last college application. • Consult your school counselor again to review your final list of colleges. Be sure you have all bases covered. • If you applied for Early Decision, you should have an answer by now.

JANUARY • Keep working on your grades. Courses continue to count throughout the senior year. • Take ACH tests. Send scores to colleges on your list.

FEBRUARY, MARCH, and APRIL • Remember to monitor your applications to be sure that all materials are sent and received on time. • Enjoy your final year in high school but don't catch "senioritis".

BEFORE MAY • Decide on the one college which you will attend. Send in your tuition deposit. *Be Proud* — you've completed a difficult task. • Notify the other colleges that accepted you that you have selected another college.

MAY • Take Advanced Placement exams. • Request that your school counselor send your final transcript to the college you will attend.

Congratulations, you've made it through school! Enjoy your graduation and look forward to college.

JULY • Look for information from the college about housing, roommate(s), orientation, course selection, etc.

AUGUST & SEPTEMBER • Pack for college. • *Leave home for your new home.....and have a great year!*

Reprinted from Selecting the Right College, AT&T's College Series, produced in collaboration with the National Association of College Admission Counselors.

College Costs

The cost of college can be broken down into two areas: *fixed* costs and *controllable* costs. Let's examine each.

Fixed Costs

The student's fixed costs include the items that are paid directly to the college or university, including tuition, student activities fees, laboratory fees, and other charges. For students who must live on campus, the costs of room and board will also be a fixed cost, especially if optional plans are not available at reduced rates.

Controllable Costs

When the college offers optional room and board plans or the community affords off-campus housing opportunities, the student has greater flexibility at controlling these costs. Other controllable costs include books, travel, and personal costs (laundry, entertainment, clothing, and car, to name a few). The amount that an individual spends on these items will vary according to need and preference.

Types of Financial Aid

There are two types of financial aid: gift assistance and self-help.

GIFT ASSISTANCE

Grants

Grants are outright gifts which do not have to be repaid. These can be from the federal or state governments or from the college itself. Grants are based on the need, and when the need is high, the grant aid tends to be high as well. The grant aid may be made up from various sources, including:

- Individual institutions
- The Pell Grant, which is the largest single financial program, available through the Federal Financial Aid Program administered by the U.S. Department of Education.
- Supplemental Educational Opportunity Grant (SEOG), which is awarded by an individual aid office from funding made available by the federal government.

Local Awards

Such opportunities for assistance can be based on need or merit or presented in the form of outright gifts. The student should seek out and apply for as many local awards as possible. High schools, churches, local business and civic organizations, and special programs like Dollars for Scholars may have financial awards. Some companies and businesses offer assistance to children of their employees. The school counselor is a good source of information about local forms of financial assistance.

Scholarships

Scholarships are a form of financial aid based on merit, not need. There are relatively few awards of this sort and the competition for each is heated. Some are given to the student who exhibits a particular ability or skill such as athletics or music; others are awarded for academic achievement. Scholarships are often renewable for each college year, usually contingent on the student continuing to engage in the activity that prompted the award; or, in the case of academic achievement, maintaining a certain achievement level or grade point average. In most instances it is the college which controls the scholarship process, inviting only certain students to become candidates.

SELF-HELP

Loans

Loans, like borrowing to purchase a home or a car, must be repaid, usually with interest.

- Loans are based on need and awarded to the student. Usually, these loans, like grants, can come from the institution or private lender; and the greater the need, the larger the loan. This deferred method of payment takes various forms, and the time frame involved can be for as little as two or three years and as much as twenty years.
- Many banks and lending institutions now make special loan programs available to parents to help finance their student's education. These loans are based on need, but can help stretch the family's budget over the years of schooling. Institutions and bank loan programs will have differing interest rates.

Work Study

Work Study is another form of aid based on need, sometimes combined with a grant or loan. In this case, the student must earn the money awarded, often working on campus or with an approved off-campus employer. While such a program can be very helpful, some caution must be advised. Students should not fall in the trap of trying to earn more than is realistic. Remember that in work study plans:

- Withholding taxes are taken out of earnings
- Most work study job pay is minimum wage
- The student must allow time for schoolwork and study

RESOURCE BIBLIOGRAPHY

This section of the P A C T training guide contains resources that trainers may wish to obtain for their personal information or to use with parents. Every attempt was made to identify quality resources that are also available free or at low cost. Trainers should also check the holdings of local or institutional libraries and the resource center at the local high schools and colleges to determine if these or other college guidance resources can be borrowed.

When purchasing these resources, be sure to identify each publication by its specific title and request the latest edition. It is always advisable to request a single copy for review before purchasing quantities of any publication. Such scrutiny will ensure that limited resources are spent wisely.

American College Testing Program, Publications Department, P.O. Box 168, Iowa City, IA 53343

A Counselor's Guide to Financial Aid (free)
Family Financial Statement Packet (free)

American Legion, Department S, P.O. Box 1055, Indianapolis, IN 46206

Need A Lift: Financial Aid Resources ($1.00)

American Telephone and Telegraph Company (AT&T), P.O. Box 205, Elizabeth, NJ 07207

Selecting the Right College (single copy free)

Association of American Publishers, 220 East 23rd St., New York, NY 10010

Helping Your Child Succeed in School ($1.50)

The College Board, 45 Columbus Circle, New York, NY 10019

Meeting College Costs ($6.00 for 50 copies)

Consumer Information Center, Pueblo, CO 81009

Becoming a Nation of Readers: What Parents Can Do (50¢)
How to Help Your Children Achieve in School ($3.75)
List of Books for Preschool through Middle Grade Children ($1.00)
Student Guide (1989-90 Application Materials)

Educational Testing Service, Publications Order Services, CN6736, Princeton, NJ 08541

Borrowing for College (free)
Preparing for Tests (free)

International Reading Association, 800 Barksdale, P.O. Box 8130, Newark, DE 19714

Parent Brochures (free)

National Action Council for Minorities in Engineering, 3 West 35th St., New York, NY 10001

Financial Aid Unscrambled (50¢)

National Association of College Admission Counselors, Suite 430, 1800 Diagonal Rd., Alexandria, VA 22314

Guide for Parents (free)

A Guide to the College Admission Process ($3.00)

Map of Two- and Four-Year Colleges ($2.00)

High School Planning for College-Bound Athletes ($2.00)

National Association of Independent Colleges and Universities, One Dupont Circle, NW, Washington, DC 20009

Paving the Way Video ($54.00)

National Committee on Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044.

Annual Check-Up: Your Guide to Parent-Teacher Conferences

National Education Association, 1201 16th Street, NW, Washington, DC 20036

What to Look For When You Visit Your Child's School (free)

Octameron Associates, P.O. Box 3437, Alexandria, VA 22302

Campus Pursuits: How to Make the Most of the College Visit and Interview ($2.75)

Do It – Write: How to Prepare a Great College Application ($2.75)

Behind the Scenes: An Inside Look at the Selective College Admission Process ($2.75)

The A's and B's of Academic Scholarships ($4.50)

Don't Miss Out: The Ambitious Student's Guide to Financial Aid ($4.50)

Financial Aid Officers: What They Do To You and For You ($2.75)

College Grants from Uncle Sam ($2.25)

College Loans from Uncle Sam ($2.25)

Earn and Learn: Cooperative Education Opportunities ($2.75)

Top Dollars for Technical Schools: A Guide to Engineering, Math, Computer Science, and Science Scholarships ($4.25)

Office of Educational Research and Improvement (OERI), Outreach Staff, Room 302, 555 New Jersey Avenue, NW, Washington, DC 20208 *(single copies of the following materials are free)*

Help Your Child Do Better in School
Help Your Child Become a Good Reader
Help Your Child Learn Math
Help Your Child to Write Well
Help Your Child Improve Test-taking
Helping Your Child Use the Library

Peterson's Guides, Department 8304, P.O. Box 2123, Princeton, NJ 08543

Making the Most of Campus Visits ($1.50)
On Choosing A College That's Right for You ($1.25)
Parents' Role in Campus Visits ($1.50)
How to Write College Application Essays ($1.25)
The Admissions Process at Selective Colleges ($1.25)
How to Pay for College ($1.25)
Peterson's State and Federal Aid Programs for College Students ($3.00)

Reading is Fundamental, Inc., Publications Department, Smithsonian Institution, 600 Maryland Ave., SW, Suite 500, Washington, DC 20024

Parent Guide Brochures (write to address above for titles)

Sunfeatures, Box 368-B, Cardiff, CA 92207

The College Financial Aid Emergency Kit ($4.50)

U.S. Department of Education, P.O. Box 84, Washington, DC 20053

The Student Guide: 1989-90 Application Materials (bulk quantities only)

U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402

College Costs: Basic Student Charges at Two- and Four-Year Institutions ($2.00)
Higher Education Opportunities for Minorities and Women ($5.50)

GLOSSARY

Academic Achievement — The record of a student's progress in such subjects as English, science, history, and mathematics.

Academic Record — Transcript of grades, test scores, and related academic information kept on file by the school.

ACT—The American College Test is used widely by college and university admission offices. .

AP—Advanced Placement Tests. Designed for strong students who have completed college level work in high school, APs are given in specific subject areas and are used to determine if a student may gain advanced standing in college.

Admission — The decision to allow a student to enter a college or university.

Admission Test — A standardized test used in the admission process to predict the likelihood of a student's success in college.

The American College Testing Program—A non-profit agency that designs and administers tests for use within the college admission process.

Application — Formally submitting a request and required forms and materials for admission to a college or university.

Aptitude — A natural ability or talent.

Associate's Degree (A.A., A.S.)—A two-year degree which generally prepares the student for further study. Some associate's degree programs are sufficient training for certain careers, but many students in two-year colleges intend to complete their studies at a four-year college.

Bachelor's Degree (B.A., B.S., B.F.A.)—A four-year degree in a specified subject.

Basics — Sometimes called "the three Rs:" the fundamentals of reading, computation (arithmetic), communication, and problem-solving.

Certificate — Recognition provided to a student for completion of short-term vocational or career training programs.

Class Rank — A student's approximate standing in her or his graduating class. Rank is based on grade point average and presented either in "percentiles" (such as "upper fifth") or numerical order (such as 72nd in a class of 410).

College—An institution at which students study toward two- or four-year undergraduate degrees after completion of secondary school.

College Admission Counselor — Professional educator working in the nation's colleges and universities to assist students with the exploration of educational options and the transition from high school to postsecondary education.

College Board—The oversight agency for many tests and services connected with the college admission process.

College-bound Student — High school student who is enrolled in college preparatory courses and intends to apply for admission at a college or university.

College Fair or College Night — A program organized to allow high school students and parents to meet and talk with representatives from different colleges and universities.

College Guides — Publications which include profiles of colleges and universities and can be used as part of the college exploration process.

College Preparatory Courses — High school courses that provide students with the knowledge and skills required to do college-level study.

College Viewbooks — Publications developed by individual colleges or universities to promote and present information about their respective institutions: campus setting, academic program, student life, costs, and other related information.

College Visit — Actual visit by student to a college or university to observe first-hand the academic, student life, and related campus features.

Common Application—Allows a student to fill out one application form (the "Common Application") and photocopy the application and recommendation forms for filing at more than one college. Students should check with the admission office to see if a college will accept the common application and if additional materials are required.

Community Resources — Either people (such as librarians, tutors, etc.) or related services (such as workshops, special programs, etc.) that are available within the community to support students and parents.

Controllable Costs — When the college offers optional room and board plans or the community has off-campus housing opportunities, the student has greater flexibility at controlling these costs. Other controllable costs include books, travel, and personal items (laundry, entertainment, clothing, and car, to name a few). The amount depends on individual needs and preferences.

Degree — The rank or title given by a college or university to a student who has met certain academic requirements (see "Undergraduate Degree").

Diploma — Certificate issued by a school, college, or university to students who have met coursework and graduation requirements.

Early Action—Early action is used primarily in highly selective colleges. Early action follows the same timetable as early decision but allows the accepted candidates until May 1 to accept or decline the offer of admission. Under early action programs, it is possible for an applicant to be denied admission outright and not automatically deferred for later consideration.

Early Admission—Many colleges have a program that allows a student to apply for admission during the junior year. The early admission program at most colleges is reserved for truly exceptional students whose academic preparation and achievement level are sufficient for early entrance to college.

Early Decision—Not to be confused with early *admission* , early decision is a plan under which a student applies to the first-choice college early in the fall (usually by November 1st) of the senior year and *agrees by contract to enter that college if offered admission.* Early decision applicants are judged on the basis of their junior year test scores, class rank, and grades.

IMPORTANT NOTE: There are several variations of early decision and early action at different colleges. Read the literature of each college carefully, and ask questions if you do not understand the program entirely.

Early Intervention — A process that begins in the late elementary and middle school grades when counselors and educators introduce the concepts of preparation for college and the admission process to students and parents.

ETS—Educational Testing Service. A nonprofit agency established by The College Board to produce its tests.

Extracurricular Activities — Any school activity – such as athletics, drama, or music – that offers the student the opportunity to complement his or her classroom experiences.

Financial Aid or Assistance — Any financial award to a student; may be in the form of grant, scholarship, or loan.

Fixed Costs — College costs that are paid directly to the college or university, including tuition, student activity fees, laboratory fees, and other charges. For students who live on campus, the costs of room and board will also be a fixed expense, especially if optional plans are not available at reduced rates.

Grade Point Average — An average of the student's academic achievement in grades, computed by multiplying the numerical grade received in each subject (or course) by the number of credits offered for each then dividing by the total number of credits or courses studied.

Grades — The rating of a student's achievement in a course or examination.

Graduation Requirements — Standards set by the school or state for awarding a high school diploma.

Grant — An outright financial gift toward college costs that does not have to be repaid by the student.

Homework — Lessons or exercises to be studied or prepared outside the classroom.

Intelligence — The ability to learn, understand, and master a subject or task.

Interest — An activity or subject that creates attention or curiosity.

Interview — Face-to-face interaction (individual or group) between a prospective student and the admission representatives of a college or university.

Liberal Arts — A course of studies in college that provides a well-rounded education, including arts, sciences, and the humanities as well as career courses.

Loan — Money borrowed by the student to pay for college expenses; the loan must be repaid, usually with interest.

Major — The course of study in which a student concentrates coursework, time, and attention. A major in a subject often results in career preparation.

National Association of College Admission Counselors — A national, professional association of more than 4,000 school counselors, college admission personnel, and independent counselors.

Open Admission—Some colleges offer admission to *all* students who apply. Such colleges usually have extensive programs designed to provide remedial or developmental help to students who enroll with academic deficiencies.

P-ACT+ —The Preliminary American College Test is offered to high school sophomores who are considering a college education. P-ACT+ is designed to familiarize students with the ACT (taken later) and provide an assessment of the student's career interests and study skills.

PSAT/NMSQT—Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. The PSAT/NMSQT is a practice test designed to prepare juniors for the SAT

and is used in the awarding of merit scholarships. PSAT scores are not usually used by colleges as admission criteria.

Parent Conference — A meeting between the parent and teacher or counselor to discuss the student's progress.

Personality Traits — Distinguishing personal features or characteristics.

Postsecondary — Opportunities that are available after graduation from high school (secondary school); usually refers to colleges and universities as in "postsecondary institutions" or "postsecondary education."

Recommendation — A written assessment of the student's aptitudes, abilities, and interests, written by a teacher or counselor and used by colleges and universities in the admission process.

Report Card — A usually brief evaluation sent by the school to parents or guardians that indicates the level or quality of the student's work.

Rolling Admission—A college using rolling admission will review an application when the individual "folders" (the application form and all supporting data) is completed and will communicate the admission decision within a few weeks after the completed folder is reviewed.

SAT—Scholastic Aptitude Test (alias "The College Boards"). The SAT is usually taken in the junior year and again in the senior year and is a required test for admission to many colleges. The SAT is designed to test a student's aptitude for scholastic work, *not intelligence*.

Scholarship — Financial aid based on merit and paid directly to the student in the form of an outright gift. Some scholarships are given to students who exhibit a particular ability or skill such as music or athletics.

School Counselor — Professional educator working in elementary and secondary schools to assist students with personal, social, educational, and career development.

Standardized Tests — Tests such as the ACT and SAT that provide college admission officers with a comparative standard for evaluating a student's academic aptitude and likelihood of success in college.

Statement of Principles of Good Practice — A professional code of ethics, developed by the National Association of College Admission Counselors (NACAC), that guides the

conduct of college admission representatives, school counselors, and independent counselors as they help students in the college transition process.

Students' Rights and Responsibilities — Statement developed by NACAC that outlines students' duties in the college admission process and describes what treatment students may rightfully expect from the colleges and universities to which they have applied.

Study Climate — The creation of a home environment and atmosphere that is conducive to learning — one that supports the student's need to devote concentrated time to reading, preparation for tests, daily homework, and other tasks.

Test Preparation Course — A formal program or course designed to assist students become familiar with test-taking and review the areas that may be covered in admission tests.

Time Management Skills — The ability to schedule school assignments and tasks in a manner that ensures that they are completed on time and with minimal interruption of routine.

Transcript — The official record of a student's coursework and levels of achievement at a school or college. A transcript is usually required as part of the college admission process.

Tuition — The cost for instruction or study at a college, university, or school.

Tutoring — Assisting a student with some aspect of their schooling, such as mathematics or language skills. Tutoring goes beyond the attention given to the student in a regular classroom setting and can be provided for both enrichment and remedial purposes.

Undergraduate Degrees—Two-year (Associate's) or four-year (Bachelor's) degrees.

University—An institution which may be the same as a college, but which usually offers graduate degrees in addition to undergraduate degrees.

Values — The established ideals that people regard as desirable and important and which may affect behavior or decisions.

Vocational/Technical Education — A program of study designed to train students for a particular occupation, business, or trade.

Work Study — A financial aid program that allows the student to work on-campus or with approved off-campus employers to earn money to pay for college expenses.

APPENDIX G

YOUR LIFE! YOUR MOVE!

YOUR LIFE! YOUR MOVE!

IGNITE YOUR MIND DURING YOUR HIGH SCHOOL YEARS

Pick A Future!

The great thing about the future is this:

Anything is possible.

But futures, like paychecks, come in different sizes. Earning one that fits - tomorrow or years from now - depends on the choices you make now.

Right this minute, in fact!

So what will it be: Will you be a successful professional? A respected executive? Famous artist? Star Athlete?

Will you drive a new car? Wear clothes you like? Take great vacations?

It's all possible, if you have what it takes.

Make It Happen!

What it takes is this: you've got to make a plan, then make it happen.

And that plan MUST include a solid academic background in high school.

Because with it, you will be prepared for college and the world of work which leads to the careers that will provide the life you want for you and your family.

So let's be very specific:

You need to take as many challenging courses as possible. That list should include:

1. **** Four years of English
2. **** Four years of Social Studies
3. *** Three years of Math (including Math I & II)
4. ** Two years of Foreign Language
5. ** Two years of Lab Science
6. * One year of Visual or Performing Arts
7. You will also want to take advantage of the many elective courses offered in our high school.

The list may seem long.

But, really, it's life that's long. School is short.

School is, in fact, the one short time in our lives when we're all guaranteed the chance to get ready for everything that comes after.

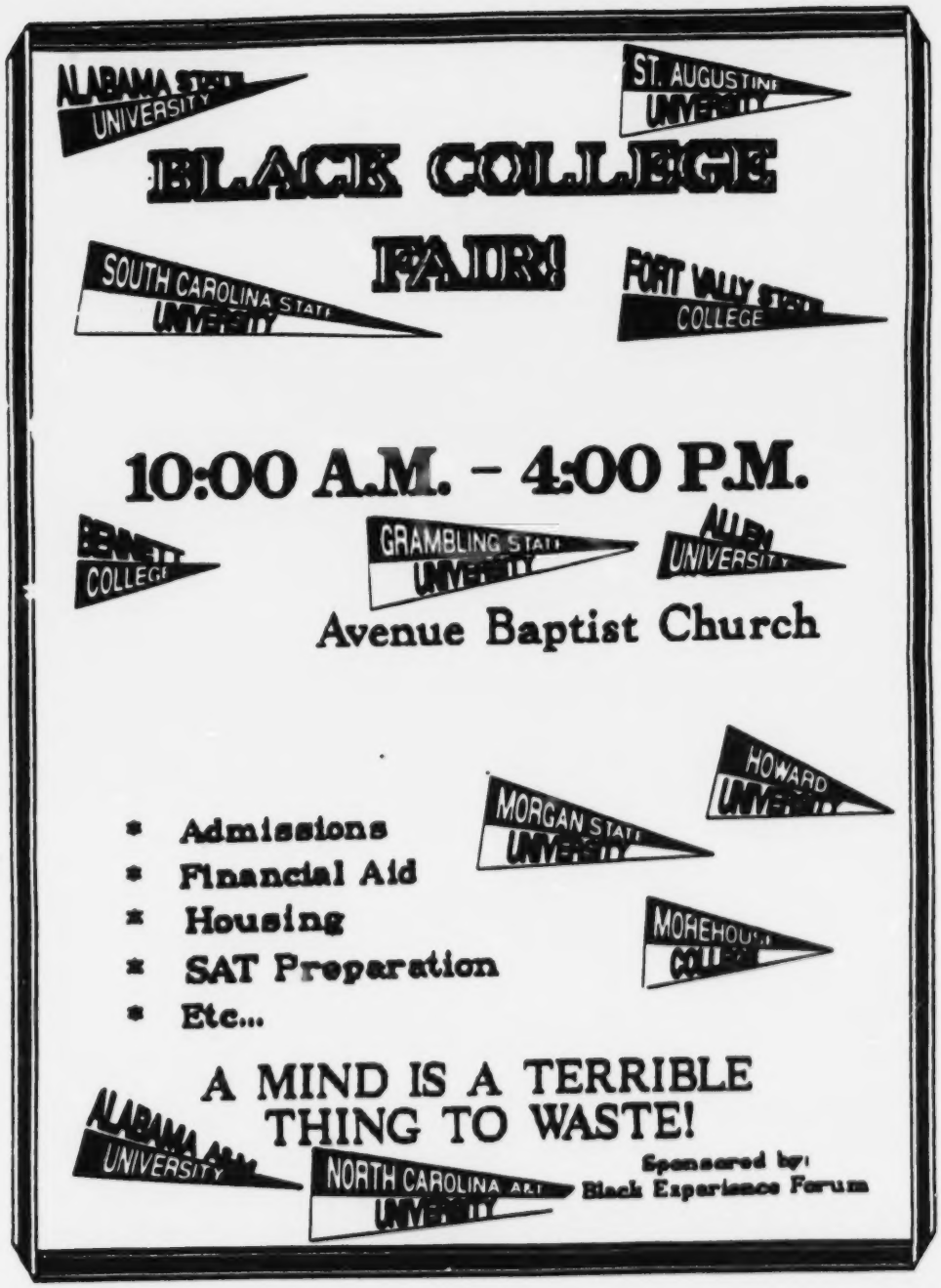
Jump on it and you're not just ahead of the game; you're the winner.

Tomorrow's Waiting!

It is important that you take as many challenging academic courses as possible, not just a few, if you are going to be ready for college or the world of work when you graduate. They won't be easy, but they will be good basic training for your mind.

APPENDIX H

COLLEGE FAIRS FOR AFRICAN AMERICAN AND HISPANIC STUDENTS


ALABAMA STATE UNIVERSITY
ST. AUGUSTINE UNIVERSITY
BLACK COLLEGE
FAIR!
SOUTH CAROLINA STATE UNIVERSITY
FORT VALLY STATE COLLEGE
10:00 A.M. - 4:00 P.M.
BENNETT COLLEGE
GRAMBLING STATE UNIVERSITY
ALLEN UNIVERSITY
Avenue Baptist Church
HOWARD UNIVERSITY
MORGAN STATE UNIVERSITY
* Admissions
* Financial Aid
* Housing
* SAT Preparation
* Etc...
MOREHOUSE COLLEGE
A MIND IS A TERRIBLE THING TO WASTE!
ALABAMA A&M UNIVERSITY
NORTH CAROLINA A&T UNIVERSITY
Sponsored by:
Black Experience Forum

Latino Career and Education Day

March 27, 1993
College

11:30 a.m.-
3:30 p.m.

HIGH SCHOOL STUDENTS AND THEIR FAMILIES MAY PARTICIPATE IN:

BILINGUAL WORKSHOPS ON:
- Financial Aid for College
- College Admission Process
- The Labor Market
- Job Interviewing Skills
- Self Esteem
- Everything you Always Wanted to Know about Getting a Job

RESOURCE CENTER:
- Computerized Jobs and Career Information
- College Information
- Summer Youth Employment Program
- College for AFDC Recipients
- Start Your Own Business

...AND MUCH, MUCH MORE!

For High School Students And Their Families

The event will be held in the North Academic Center, College
The program is free and is co-sponsored by and State Department of Labor.

Día de Información Sobre Carreras y Educación

El 27 de marzo, 1993
College

11:30 a.m -
3:30 p.m.

Estudiantes en la escuela secundaria y sus familias podrán participar en:

Talleres Bilingues sobre:
- Ayuda financiera para ingresar en la universidad
- El proceso de ingresar en la universidad
- El mercado laboral
- Técnicas para la entrevista de trabajos
- Todo lo que necesita saber para conseguir un trabajo
- Autoestima

El Centro de Recursos ofrecer:
- Información computarizada sobre trabajos y carreras
- Información sobre las diferentes universidades que componen la organización de

- Información sobre el programa de empleo para la juventud en el verano
- Información sobre educación universitaria para los que reciben ayuda pública por niños menores (AFDC)
- Información sobre como iniciar su propio negocio

¡...Y mucho, mucho mas!

Para estudiantes de la escuela secundaria y sus familias

Esta actividad se llevará a cabo en

en el "North Academic Center", en la calle

El programa es gratis y es auspiciado por el Department de Trabajo del Estado de

EDUCATION IS THE KEY TO THE FUTURE

LATINO COLLEGE EXPO 1993

*Meet with representatives from public and private colleges and universities. *Learn about college admissions procedures and programs. *Discover how financial aid applies to you. *Enter scholarship raffle drawings.

PLAN TO ATTEND!

DATE: Saturday, April 17th, 1993
PLACE: University,
(Across from City Hall)
TIME: 12:30 pm - 3:30 pm

For more information, please call -346-1323

LA LLAVE DEL FUTURO ES LA EDUCACION

LATINO COLLEGE EXPO 1993

*Hable con representantes de más de 100 universidades.
*Adquiera información sobre el proceso de ingreso a la universidad. *Averigue como solicitar ayuda financiera.
¡Se van a rifar becas!

¡PARTICIPE!

LA FECHA: Sabado 17 de abril de 1993
EL LUGAR: University,
(Esquina opuesta al City Hall)
LA HORA: 12:30 pm - 3:30 pm

Para mas información llame al -346-1323